AMERICAN FOUNDATION
FOR THE BLIND INC.

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ANNUAL REPORT

OF THE

TRUSTEES OF THE

NEW-ENGLAND INSTITUTION

FOR THE

EDUCATION OF THE BLIND,

TO THE

CORPORATION.

BOSTON:
PRINTED BY J. T. BUCKINGHAM.
1834.

HV1796
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1st report

REPORT.

TO THE MEMBERS OF THE CORPORATION OF THE NEW-ENGLAND INSTITUTION FOR THE EDUCATION OF THE BLIND.

Gentlemen,

At the return of your annual meeting it becomes the duty of us, to whom you entrusted the immediate direction of your Institution, to render you an account of our stewardship. Our task, however, is a most pleasant one, inasmuch as the history of the Institution for the past year has been an uninterrupted series of propitious events.

When, a twelvemonth ago, we undertook at your direction the management of its affairs, it was unknown to the public; a doubtful experiment on the feasibility of educating six poor blind children was in operation; the appropriation by the State was insufficient for their support; the subscriptions were nearly exhausted; and, within one month after our appointment, we found the Institution to be absolutely in debt. Now, however, the scene has entirely changed; the Institution has attracted public notice, and gained

public favor; it is in the enjoyment of liberal patronage from this, and the surrounding States; it possesses a considerable funded property; its five-and-thirty happy inmates, inhabit a splendid and airy mansion, with extensive grounds, and every thing necessary for their health, comfort, and education; and preparations are made for the reception of as many more.

For this pleasing change in the affairs of the Institution, we would take no credit to ourselves, but ascribe it to the liberal patronage of the State; to the generous interest of the public; and to the munificent spirit of individuals. We cannot but flatter ourselves, however, that all these advantages have been fully improved, and that the present state of our charge will show that the patronage so liberally bestowed, has not been unavailing.

Previous to detailing the present situation of the Institution, we will recapitulate briefly some of the principal events of its history: in July, 1832, the gentleman employed by us to procure the necessary information, apparatus and teachers in Europe, returned, and we determined to make a thorough trial of the feasibility of educating the blind, even although we should be obliged to expend the last dollar in the treasury; for we were confident that if we succeeded, we might rely fully upon a generous public for the means of establishing a suitable Institution. Accordingly we took six blind children, at random, from indigent families, and after having kept them under instruction for six months, made an exhibition of their acquirements before the Legislature of Massachusetts.

The result of this was so satisfactory,—it proved so incontrovertibly the capacity of the Blind for receiving instruction, that the Legislature made at once an appropriation of $6,000 *per annum* to the Institution, on the condition that it should receive and educate, free of cost, twenty poor blind persons from the State of Massachusetts.

Exhibitions were then made before the public, which produced considerable sensation, and awakened the community to the duty of providing a suitable establishment for the education of the Blind; and nothing can be more honorable to a community, or to human nature, than the spirit manifested by the inhabitants of Boston and its vicinity on this occasion. No sooner was it proved to the people, that the before neglected and ignorant blind were as capable as themselves of receiving a common education, and more in need of one, than it became a general and eager inquiry, "What shall we do for them?" The ladies, ever foremost in deeds of charity, immediately made an effort to raise a large sum of money; individual subscriptions and donations were offered on every side; Boston and Salem seemed to contend with each other in the race of benevolence; and different plans were suggested for turning to the advantage of the blind, the current of popular excitement; but nothing was decided upon, until, by an act so munificent as to excite astonishment and admiration even at the moment when all were generous, one of our citizens gave a particular and definite direction to the general effort. We allude to the proposition of

Thomas H. Perkins, to give his mansion house in Pearl-street as a permanent residence for the Blind, provided a fund sufficient to ensure the perpetuity of the Institution could be raised; and we can pronounce no greater eulogium on the wisdom and foresight of the donor, or on the generosity of the public, than to state, that within one month, upwards of fifty thousand dollars were raised and placed to the credit of the Institution.

Nor ought we omit to mention, that the generous intentions of Mr. Perkins were made known to us, before they were communicated to the public; that we considered his proposal, from the first, as equivalent to an outright gift; and that the condition annexed, proved only that his generous heart was guided by sound judgement.

Exhibitions of the pupils were afterwards made in the large towns in the Commonwealth, and a general interest in the welfare of the Institution was excited. Nor was this confined to our own State; an exhibition was made before the Legislature of the State of Connecticut, and the appeal in favor of the poor blind of that State, was answered by a vote appropriating the sum of $1000 per annum, for twelve years, for the support of as many blind children at the Institution, as could be educated for that sum. Two pupils only have been received under that appropriation. The Legislature of New-Hampshire voted $500 and a temporary appropriation; and four pupils are now reaping the advantages of it. The Legislature of Vermont, at their last session, made the liberal appro-

priation of $1,200 for ten years; but no pupils have as yet been received under it.

In order to accommodate a large number of pupils, it was necessary to make some alterations in the disposition of the premises in Pearl-street; and the stables being of brick and built in the best manner, it was concluded to convert them into school-rooms and work-shops. It was also necessary to provide a large play ground; and the estate in the rear of the mansion house, and fronting on Atkinson-street, being fortunately for sale, it was purchased for the sum of $14,000; and thus the Institution became owners of the whole square from Pearl to Atkinson street. All the arrangements having been made, and the estate on Atkinson-street having been laid out as a play ground, the inmates took possession in September, and the Institution was advertised as ready for the reception of pupils from all parts of the country. Since that time, the number has gradually increased, and many more are expected: the whole number admitted has been thirty-eight; the actual number is thirty-four; one having left voluntarily, two having been discharged on account of illness, and one from a neighboring State, discharged for want of funds for his support.

There are now twenty-four from Massachusetts; four from New-Hampshire; two from Connecticut; one from Rhode-Island; one from New-York; one from Ohio; and one from Virginia. Three of the pupils from this State are beyond the age stipulated in the act of incorporation, at which the Governor

may send pupils by his warrant; one of these pays her own expenses, the other two are at the charge of the Institution; as is also one from the State of Ohio. It will be seen that more pupils have been received from the State of Massachusetts than were strictly required by the terms of the grant; we have, however, considered it our duty rather to extend the advantages of the Institution to as many pupils as possible, than to accumulate funds.

With regard to the internal economy and arrangements of the establishment, your body will perhaps obtain a better idea of them from examination than from a detailed statement. The regulations of the school are simple: such pupils as manifest a disposition for intellectual acquirements, or whose relatives are in a situation to provide for them the means of subsistence, devote the principal part of their time to study; and it is proposed to give them as thorough an education as their situation will admit; some of them will doubtless be enabled to pass a collegiate examination, and may if they choose gain collegiate honors. Those now in school are occupied in the study of arithmetic, history, geography, the English and French languages; and, in fine, of all the branches taught in common schools. Others are occupied part of their time in study, and a part at different kinds of work. A third class, whose age or situation in life requires that they should devote their whole energies to the means of acquiring a livelihood, pass their time solely in learning handicraft work and music: the whole give their attention more or less to music, the

vocal department of which is under the sole direction of Mr. Lowell Mason, who also has a class whom he instructs upon the piano-forte, preparatory to the organ. Music is the field which seems to offer to the blind the fairest opportunity for competition with *clairvoyans;* the post of church organist is one which a blind man can fill equally as well as a seeing person, and it should ever be an object to qualify as many of them for it as possible.

The trades introduced are the manufacture of door-mats, which are woven from the Manilla hemp in looms; different kinds of basket work; and the manufacture of mattresses. Some of the pupils have already attained considerable skill in the fabrication of these different articles, and we may hope soon to render them so perfect, that their work will command a market from its real value.

With regard to the hours of work and study, they are arranged as follows:—

Winter Term.

First bell rings at half past 5 A. M.

At 6 roll is called for the male pupils, while the females are engaged in making the beds.

At half past 6 all assemble for prayers; after which school continues, also the work in the shops, until 8.

At 9 A. M. bell rings for school and work.

At half past 10 recess until 11.

From 11 until 1 P. M. school and work.

From 1 until half past 2, recess.

" 2 " 4, principally devoted to work.

From 4 until half past 4, recess.
" half past 4 until 6, school and work.
" 6 to 7, recess.
" 7 to 8, such as choose, listen to reading.

At 8, prayers; small pupils retire to bed, and all retire at 10.

On the Sabbath all the pupils are required to attend church: the rule of the Institution is, that each pupil may worship at whatever church he, or his parents, may select; but in case any other is selected than the one at which the majority attend, (at present the Park-street Church,) the pupil must furnish his own guide. It is desirable that the most perfect freedom in regard to religious matters should be enjoyed by the pupils; but it would be very inconvenient for the Institution to provide guides for each one; therefore this rule has been adopted. With respect to the religious services in the interior of the establishment, they consist of the reading daily of the Scriptures without any comment, and the Episcopalian form of prayer, besides a weekly meeting for reading and explanation of the Scriptures, at which the attendance is voluntary

Strict attention is paid to the health of the pupils; and although the time during which they are occupied may seem long, it is so varied by music and by work, that it has no injurious effect. Every fair day the house and school-room is closed upon the male pupils, once at least, and sometimes oftener; so that they are obliged to resort to exercise in the open air. Once a week every pupil has the opportunity of having a

warm bath; and on all occasions they are required to keep their persons clean.

The females, when not occupied in school, are under the care of the matron, whose duty it is to watch over their conduct. They are taught to do various kinds of house-work, needle-work, knitting, plaiting straw, &c.

The object ever kept in view, is to enable the pupil to gain his own livelihood in after life, and for this purpose it is necessary to throw him on his own resources entirely; to teach him that the deprivation of one sense does not cut him off from the human family; that he is to compete for a livelihood with those who have an advantage over him no greater than may be counterbalanced by superior industry and ingenuity, and by the application of powers to such pursuits as require the aid of but four senses. There are many such pursuits; and, when we contemplate the field that opened for the Blind, in music,—in the profession of teacher of various sciences,—in the practice of several kinds of handicraft work, we cannot but anticipate for many of our pupils a happy independence, and for some an honorable distinction; for even were we without historical proofs of the intellectual eminence to which many blind men have raised themselves, we should find in our own school the sure indications of future mental superiority.

Independently however of any positive or pecuniary advantage to be derived by the pupils from a course of instruction, there is opened to them, as it were, a new world of intellectual enjoyment; the degrading

sense of inferiority and dependence is removed, and the whole moral nature is elevated; while a constant and active use of the physical and intellectual powers gives health and strength to the body, and food and happiness to the mind. The expression of one of the pupils, "that she had never known before she began to learn, that it was happiness to be alive," may be applied to many.

For an account of the finances of the Institution, we would respectfully refer you to the clear and able Report of the Treasurer: remarking, however, that although it will be seen, that after all the expenses are paid, a considerable balance remains, it should be borne in mind that the wants of the Institution are still considerable; and that its permanent usefulness as yet is dependent entirely upon the grant made by the Legislature, which at any moment of State embarrassment may be withdrawn, and then the greater part of the pupils would be thrown upon the charity of their fellows. In a country like ours, provision should be made for the education of the Blind which should be dependent upon no contingency; an Institution should be so amply endowed, as to be able to extend its operations without any fear of a sudden cessation of its income.

Upwards of two thousand dollars will be required for an organ, piano-fortes and other instruments; a collection of books is needed, and the first surplus funds of the Institution should be devoted to the printing of books for the benefit of the blind, not only of our own Institution, but of all those who know the English

language; and a fund should be established for the clothing of such poor blind persons as have no relatives to support them, and whose home is the alms house. Most of the Institutions for the education of the Blind are calculated merely for the education of the indigent, and do not afford such advantages as persons in affluent circumstances would desire for their children; we have endeavored so to regulate ours, that a proper division of the pupils may be made, and the education of each one may be conformable to the sphere he is destined to fill in life; so that persons in affluence who have children born blind, may here find a school where they may acquire a knowledge even in the higher departments of science, as well as be qualified to appear advantageously in society.

For the success which has attended the efforts to educate our pupils, praise is due to the persons immediately concerned in teaching them. It is gratifying, moreover, to pay the tribute due to the persevering industry of our Mr. Trencheri, the instructor from the French institution, who, though blind from his infancy, possesses a great fund of acquired knowledge which he imparts to his pupils with remarkable success. Indeed, it is one of the most gratifying circumstances connected with the education of the blind, that they themselves when properly educated become the best teachers of their fellow blind.

Above all, we must notice the labors of our Director, Dr. Howe, who has applied the large experience, acquired in Europe, with great success to the instruc-

tion of the pupils under his care, and has watched over their personal and moral welfare with a truly parental interest.

On the whole we have great reason to congratulate ourselves on the present condition of our charge; nor would we conclude without expressing our thanks for the untiring interest of the public which has cheered us in all our labors, and which has been the means, in the hands of Providence, of rearing up this Institution, in an unparalleled short space of time, to be the means of extensive, and we hope, permanent usefulness.

We have the honor to be

Respectfully,

SAMUEL T. ARMSTRONG,
EDWARD BROOKS,
JOHN D. FISHER,
JOHN HOMANS,
HORACE MANN,
WM. P. MASON,
SAMUEL MAY,
WILLIAM H. PRESCOTT.

Jan. 1834.

Dr. { NEW-ENGLAND INSTITUTION FOR THE EDUCATION OF THE BLIND, *in account with* RICHARD D. TUCKER, *Treasurer.* } Cr.

To paid Committee's orders,	$4,998 04
" " Gilbert's bill Piano Fortes,	379 75
" " bills Advertising,	18 38
" " for use of Room,	3 00
" " balance Dr. Howe's account,	1,087 86
" " for Land in Atkinson-street,	14,103 00
" amount deposited in sundry banks on interest,	33,500 00
" paid postage for Certificates,	1 30
" " J. Kuhn for collecting subscriptions,	75 00
" deposited in Boston Bank on interest,	339 57
" amount of bills paid for Repairs, Alterations, Fixtures, &c. at Institution per Committee's orders,	6,773 53
	$61,279 43
To balance carried over,	$214 01

Particulars of the above in the general account rendered.

By balance brought forward from old account,		$1,272 69
" received from Exibition at Salem,		514 30
" " proceeds Lectures at Temple,		708 00
" " " " at Salem and Beverly,		216 34
" " board of A. Park,		52 00
" " donation,		5 00
" " for Tickets at Exhibion,		100 40
" " from G. Barrett, Tremont Theatre,		132 75
" " from Mr. Rice,		25 00
" " proceeds Fair at Salem,		2,957 00
" " from Treasurer of the State at sundry times,		6,871 56
" " from subscribers at sundry times,		3,965 00
" " addition for Bibles,		3 00
" " proceeds of Fair as per receipt,		11,400 00
" " from Hartford, as per letter to Dr. Howe,		800 00
" " from J. Lyman, Northampton,		100 00
" " amount collected at Lowell,		21 21
" " from Mr. Kuhn at sundry times, amount received from subscribers,		31,190 00
" " for Bank Book,	$11,275 00,	
" bought Bank Book at 4 per ct. per. an. disc't off 6 per ct.	10,883 40,	
		391 60
" received interest at Boston Bank on $14,000,		339 57
" balance carried to new account,		214 01
		$61,279 43

Copy. Boston, January 2, 1834.

Errors excepted. RICHARD D. TUCKER, *Treasurer.*

Boston, 20th January, 1834. The undersigned being appointed a Committee, by the Trustees of the New-England Asylum for the Blind, to examine the Treasurer's accounts, having performed that duty, hereby certify that they have examined the said accounts and vouchers and find them all correct, and that the balance this day due the Treasurer is two hundred and fourteen dollars and one cent to the 1st inst.

EDWARD BROOKS, JOHN HOMANS, } *Committee of Trustees.*

OFFICERS

OF THE

NEW-ENGLAND INSTITUTION

FOR THE

EDUCATION OF THE BLIND.

JONATHAN PHILLIPS, *President.*
WM. B. CALHOUN, *Vice-President.*
RICHARD D. TUCKER, *Treasurer.*
SAMUEL G. HOWE, *Secretary.*

TRUSTEES.

EDWARD BROOKS,
T. G. CAREY,
PLINY CUTLER,
JOHN D. FISHER,
JOHN HOMANS,
SAMUEL P. LOUD,
HORACE MANN,
WILLIAM P. MASON,
SAMUEL MAY,
STEPHEN C. PHILLIPS,
WILLIAM H. PRESCOTT,
ROBERT RANTOUL.

SAMUEL G. HOWE, *Director.*

MR. TRENCHERI, *Principal Teacher.*

LOWELL MASON, *Professor of Music.*

N. B. Institution is open to the public from 3 to 5 P. M. every Saturday.

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TO THE

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BOSTON:

PRINTED BY J. T. BUCKINGHAM.

1835.

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OFFICERS

OF

THE CORPORATION,

FOR 1835.

PRESIDENT.

JONATHAN PHILLIPS.

VICE-PRESIDENT.

THOMAS H. PERKINS

TREASURER.

RICHARD D. TUCKER.

SECRETARY.

S. G. HOWE.

TRUSTEES.

EDWARD BROOKS,
PLINY CUTLER,
THOMAS G. CARY,
J. D. FISHER,
JOHN HOMANS,
JOHN A. LOWELL,
S. P. LOUD,
SAMUEL MAY,
HORACE MANN,
WILLIAM P. MASON,
WILLIAM H. PRESCOTT,
ROBERT RANTOUL.

At an adjourned meeting of the Corporation of the New-England Institution for the Education of the Blind, held Jan. 15, 1835, it was voted that the Report of the Trustees be accepted, and such number of copies printed as the succeeding Board shall direct.

S. G. HOWE,
Secretary of the Corporation.

ANNUAL REPORT

OF THE TRUSTEES OF THE NEW-ENGLAND INSTITUTION FOR THE EDUCATION OF THE BLIND TO THE CORPORATORS.

Gentlemen,

We have the honor to submit to you the following Report of our proceedings for the last year.

You will recollect, that the Annual Report, made in January, 1834, presented a most favorable and gratifying picture of the condition of the Institution.

It gave an account of the munificence of individuals, and the generosity of the public; it related the extraordinary manner in which funds had been raised, buildings provided, and legislative protection granted; and, at the same time, gave a satisfactory detail of the internal affairs of the Institution.

If we should be able only to state to you, that things remained in as good condition as when we received our charge, in January, 1834, it would probably, be a satisfactory Report; but we trust we shall be able to show, that though much was given us in charge, it has become still more.

With regard to what may be called the external affairs of the Institution, they are flourishing. The appropriations from the States of Massachusetts, Connecticut, New-Hampshire, and Vermont, for the support of their beneficiaries, remain the same as at the period of the last Annual Report; and an additional one of one thousand dollars has been made by the Legislature of the State of Maine.

The financial affairs are in a favorable condition; and the income will probably be sufficient to meet the ordinary expenses, so long as the appropriations from the States shall be continued. An extension, indeed, of the premises is desirable, and will soon become absolutely necessary. The building now used, is not large enough to accommodate any more pupils, than it actually contains; indeed, the necessary separation between the apartments of the two sexes, is made with great difficulty and inconvenience; and with a greater number will be impossible. The house might accommodate perhaps fifty of either sex, but not twenty-five of each.

Every consideration of prudence and propriety, dictates the necessity of a separation of the sexes; and without the power of effecting it, no person can safely venture to become responsible for the manners and morals of the Institution. We would not be understood by these remarks to have reference to the conduct of the present pupils; we make them prospectively, and in relation to the future welfare of the Institution. But apart from the necessity of a separate suite of apartments for the two sexes, larger and bet-

ter ventilated school-rooms are desirable—both for the health of the pupils, and for purposes of exhibition.

A new building being necessary, it will probably be requisite to purchase land, as the play-grounds are now barely large enough for the exercises and amusements of the pupils.

The purchase of land, and the erection of a building, of course will encroach extensively on the disposable funds of the Institution, and leave it entirely dependent upon the liberality of the Legislatures. We feel assured, however, that this liberality may be safely counted on, and that the indigent blind may confidently rely upon it, as the means of their education and preparation for usefulness. We would refer you to the succinct Report of the Treasurer, hereto appended, for a more detailed account of the state of the finances. And we would add, that we feel under obligations to the Treasurer, for the zeal and prudence with which he has managed the financial affairs of the Institution.

With regard to the internal affairs of the Institution, they present a most favorable aspect. The number of pupils at the commencement of the last year was twenty-four; it is now forty-two. Of these, nineteen are admitted upon warrants from the Governor of Massachusetts, six upon warrants from Maine, five from New-Hampshire, two from Connecticut, and one from Vermont, making thirty-three beneficiaries. Four pay their own expenses, and five have been received by special votes, and are support-

ed from the funds of the Institution, although no such obligation is incurred by the conditions of legislative or other appropriations.

We have deemed it a duty to extend the benefits of the school as widely as possible, and have admitted all applicants, whom we thought could be benefitted, without regarding the circumstances which excluded them from any claim upon us, by the conditions of the legislative grant.

The pupils, with one exception, inhabit the Institution, and pass their time between the school, the work-shop, and the music-room. They are occupied from six in the morning, until nine at night (with the exception of four and a half hours intermission at different times) with study, music, or work.

A larger proportion of time has been devoted to intellectual pursuits, than was originally contemplated; but the pupils have been found so extremely fond of them, so capable of undertaking any branch of learning, and so rapid in their progress, that ample time and opportunity has been granted to them, and they have been fully improved.

Several of the pupils are advancing in the science of geometry, algebra is familiar to many, and arithmetic to almost all.

One class has been instructed in natural philosophy, and are following up a course of history. Geography is taught to most of them, as is the grammar of the English language. Another class has been steadily pursuing a study of the French language, in which some are so well versed as to be able to ex-

press their ideas verbally ; and three boys have been applying themselves to the study of the Latin.

In the study of music, as a science, they have all made tolerable progress, and many of them have improved very considerably. The department of vocal music has been scientifically and successfully cultivated, and the class can sing many difficult pieces with taste and skill.

Experience has fully confirmed, what was foretold in the commencement of the Institution, that music must be the branch most sedulously cultivated, as being the one which would most certainly enable the pupils to earn a livelihood. Hitherto it has been found difficult, from various circumstances, to adopt any permanent and fixed system of teaching instrumental music. The one adopted temporarily, and for the sake of experiment, is the one used in some of the most celebrated European Institutions ; but it has not succeeded well, nor would it be applicable to this country if it had.

As the pupils, however, have been coming in at irregular periods, and classes have been but recently formed, it is not of much consequence. Still, we are sensible that the pupils have not enjoyed all the musical advantages which they are capable of improving ; or been following the best system which could have been devised ; and after mature consultation with the most scientific musicians, we have laid down a new plan of musical instruction, which we would earnestly recommend to our successors for adoption.

Under this plan, (which will be found detailed in

Appendix A) we doubt not the majority of the pupils will soon acquire a thorough and scientific knowledge of the principles of music ; be enabled to reduce them to practice ; and by means of them, to obtain a livelihood. The post of church organist, particularly, is one which presents an excellent opportunity to a blind person, for making himself useful to others, and to himself : and, if he can add to it a skill in teaching instrumental music, he has secured to himself a respectable and profitable profession.

Far be it from us, however, to lose sight of the the original plan of the Institution, and to recommend an exclusive attention to music ; a mere musician cannot fill that extended sphere of usefulness, which a cultivation of his intellectual and moral nature would enable him to do. The School for the Blind would but half fulfill its object, if it sent out upon the country merely excellent organists and skillful teachers of instrumental music. But, when these organists and teachers are, at the same time, persons whose moral natures are elevated, whose intellects are cultivated, whose minds are stored with valuable knowledge, and who have the confidence and ability to put their powers into operation, then it will indeed have done a good work—then it will have enabled its pupils to take what stand they choose in society, and associate on equal terms with people of intelligence and taste.

We should therefore recommend a perseverance in the plan, we have steadily followed, of giving to the blind just such an education as we should give to

youth, who are endowed with all the senses. It will be found that they have an extraordinary capacity for imbibing, and, what is better, for retaining and digesting, knowledge: and there is hardly a branch of science (which does not require demonstration by light and shade, or colors) that they are not capable of studying with pleasure and advantage.

With regard to the department of mechanical labor, or handicraft work, considerable progress has been made. None of the articles have yet been brought into the public market; nor was it perhaps desirable, for the pupils have by no means attained that degree of skill, of which they are capable. With time, and more skillful instructors, they will undoubtedly improve very much. They can, however, already manufacture mattresses, cushions, door-mats, and coarse baskets; they can sew, knit, braid, weave, &c. and are rapidly improving in each branch; and we feel confident, that in a very short time, the Institution will be able to offer for sale as handsome and well made mattresses and cushions, as can be found in the city. And as none but the best materials will be used, the public can place confidence in their quality and durability.

The advantages to be derived from these occupations are not, however, merely in the product of the labor, but in the tact and confidence, which are acquired by the exercise of the physical powers. Indeed, the same may be said of intellectual pursuits; the learner comes to feel and know his powers, and whether

he use them or not, has always the confident feeling of a "well appointed man."

Besides, the moral effects of the association of a great number of blind persons together, are not inconsiderable. They learn to consider themselves as members of a large class, and they cease to think that they are isolated and solitary examples of misfortune, standing in darkness and desolation, amid a crowd of bright and happy beings, like scathed and blackened trunks in a green and leafy grove.

They find many others in the same situation with themselves; they hear of many more; they see that each one possesses some peculiar power or excellence, and learn that all can be combined in one person; they become more happy and more confident; more acquainted with themselves, and with their own resources. The lesson, to be sure, may sometimes seem a hard one for those, who, when at home, are considered as objects of peculiar misfortune—as isolated and helpless beings, who are always caressed—who are always addressed in a tone of kindly commiseration; and though continually reminded, by this, of their misfortune, they are comforted by the thought of the kindness and goodness of their fellow men. When left to themselves, however, when thrown upon their own resources, and treated just as other persons, they learn much that is useful; but the lesson, like many valuable ones of experience, may be sometimes considered as hard and disagreeable.

And this leads us naturally to a reflection upon the length of time that the improper treatment, to which

we have alluded has continued before the education of the blind begins; and we repeat what the experience of our own, and every other Institution of the kind has proved, that, in order to do good, we must begin with them early in life. All the difficulties which we have met, have been in the case of persons who are advanced beyond the age of childhood; all the cases (with one exception) where the pupils have failed to be benefitted by the Institution, have been those who are over sixteen years of age; almost all the difficulties in teaching occur in the case of the older pupils; and all the obstacles to the preservation of order and discipline, arise from the same source.

Discontents and difficulties ever have, and ever will occur in large establishments for the education and discipline of youth; and we must anticipate them in the case of our own. As yet, however, none of any consequence have occurred; and when we reflect that many of the pupils are advanced to the age of adults, that many of them have been unused to study or any occupation, and that ten hours application every day, with strict discipline, are required of all, it must be a subject of congratulation that no trouble has occurred; and it is a fact, which is alike creditable to the pupils, and to those in charge of them.

There are more than forty blind persons resident in the Institution, about equally divided between the two sexes; and it would be hard to find a community of young persons, separated from their relatives, who are so diligent, so constantly occupied, and yet so happy.

With regard to the hours of work and study, they are arranged as follows :—

Winter Term.

First bell rings at 6 o'clock A. M.

At half past 6 all assemble for prayers ; after which school continues, also the work in the shops, until 8.

At 9 A. M. bell rings for school and work.

At half past 10, recess until 11.

Erom 11 until 1 P. M. school and work.

From 1 until half past 2, recess.

From half past 2 until 4, the principal part of the pupils are occupied with work.

From 4 until half past 4, recess.

From half past 4 until 6, school and work.

From 6 to 7, recess.

From 7 to 8, exercises in vocal music.

From 8 to 9, reading aloud—attendance voluntary.

At 9 o'clock, prayers and reading of the scriptures.

The children go to bed at 8 o'clock, and all are required to retire at 10.

These exercises go on regularly, and the pupils are accustomed to move at the stroke of the bell.

It may seem a severe course of application for young children ; but although much time is employed it is not all in severe mental application. Each one passes a part of the time at instrumental music ; and and only once in the day is mental or physical application required for more than one hour and a half in continuation ; the rule is to give the pupils a recess of thirty minutes after each hour and a half of study.

Strict attention is paid to the morals of the pupils; and their physical health is ever a subject of observation and anxiety. It is almost impossible, without resorting to severe measures, to cause the blind to take sufficient bodily exercise; and they will, if left to themselves, relapse into those inactive habits, which prevent proper development of the physical powers, and lay the seeds for future disease, or premature decay. Few measures have caused so much dissatisfaction among the male pupils, as shutting them out of doors once in the day, in order to force them to exercise; and yet no one would be more conductive to their permanent health and comfort, provided they would benefit by it, and not crawl into a sunny corner, instead of running about, and generating their own heat.

We have, however, neglected no means to promote the physical health of the pupils. Strict cleanliness is required, and every pupil has an opportunity of having a warm bath as often as is desirable.

The general course of instruction which is pursued, is very much like that adopted in high schools for seeing children; the same information being imparted by a different system of instruction.

With regard to the religious exercises of the Institution, they are such as cannot interfere with any sectarian feelings. Prayers are read morning and evening; and also portions of scripture, without note or comment. On the Sabbath, the pupils repair to such place of worship as they or their parents desire.

We are most happy also to state, that the experi-

ence gained during the last year, is likely to be turned to the benefit of the blind in general, by improvements devised in the maps and books. The Director has been engaged in a series of experiments, upon making maps for the blind, which has resulted in the contrivance of means of embossing, which will be much better than those used in any of the European institutions, and which can be multiplied at a very cheap rate. A set of maps, will soon be finished, forming an atlas for the blind, superior to anything of the kind yet made public.

Considerable attention has been paid also to the subject of printing in raised characters, and it is found that books may be printed for the blind, which are superior in every respect to any that can be had from Europe, and which will be much cheaper.

The Institution is now provided with a printing-press, and the whole of the books of the Acts of the Apostles, has been printed.

This desirable acquisition has been obtained without encroaching upon the funds, by means of contributions raised by the Director among the charitable communities of Nantucket and New-Bedford. As the Institution is now in possession of a press, and a complete set of types, it will be able to go on printing books at a comparatively small expense, and may, in a short time, have a better library for the blind, than any one now in existence.

The grand object in printing for the blind, is to diminish the bulks of the books. How far this has been effected, by the improvements adopted in our

method, may be judged from the following comparison of the books printed at our Institution, with those of Europe :—

In the books printed at Paris, there are on a page of 8 inches by 7, or 56 square inches, 408 letters ; at Edinburgh, by the improved method, 590 letters ; at Boston, 787 letters.

One of the Gospels have been printed, or rather embossed, at Philadelphia ; but, besides that the plan would be enormously expensive, the specimen shown us gives but 332 letters to the 56 square inches.

Consequently our books will give to the blind, on the same square surface, nearly twice the quantity of matter which is contained in those of France ; and, by using a thinner paper, will give about three times the quantity of reading matter in a book of the same bulk.

Much of the work in the printing-office is done by the pupils ; as working off the impressions, laying on the sheets, &c.

We must not dismiss our report without a just tribute to the services of our Director, Dr. Howe, whose competent information and assiduous exertions have raised our school to its present prosperous condition, and whose ingenious improvements are likely to confer a lasting benefit, not only on our own Institution, but on all those devoted to similar philanthropic purposes.

On the whole, then, we think we can congratulate the Corporators, and the public, on the flourishing state of the Institution. It has been in operation nearly three years ; it has passed through the most

difficult period of its existence—the period of experiment—and it has come out successful. It now numbers forty-two pupils, and the number is increasing: it has the apparatus necessary for their instruction: it has the means of multiplying books: and those engaged in it have acquired experience and knowledge, which must ensure its future success.

It is not yet time, however, to look for its full fruits, nor will they be perceptible in those who first leave it; for they are those, whose age and previous habits incapacitate them from receiving or appreciating the benefits of a regular education. But, when those who are now young shall come forward—when their education is finished, and they go out upon the world in the full confidence inspired by cultivated intellect and well-developed physical powers—when they take their stations in society, they will soon show the wide difference between an educated blind person, and one who has grown up without any system, or other instruction than chance or his own efforts have thrown in his way.

Respectfully,

EDWARD BROOKS,
THOMAS G. CARY,
PLINY CUTLER,
J. D. FISHER,
JOHN HOMANS,
SAMUEL MAY,
HORACE MANN,
WILLIAM P. MASON,
WILLIAM H. PRESCOTT,
STEPHEN C. PHILLIPS,
ROBERT RANTOUL,
SAMUEL P. LOUD.

Dr. { NEW-ENGLAND INSTITUTION FOR THE EDUCATION OF THE BLIND, *in account with* RICHARD D. TUCKER, *Treasurer.* } Cr.

1834.			
Jan. 20	To balance of old account,		$214 01
" 22	" paid J. Chickering & Co's bill Piano Forte,		235 00
" 24	" " J. M. Pierce's bill Mason Work		35 04
" 28	" " Boston Type Foundry bill,		25 51
" 28	" " Allen & Ticknor's bill Stationary,		51 58
Feb. 1	" " order favoring S. G. Howe,		500 00
" 1	" " J. Kahler's bill Horse Hair,		149 30
" 1	" " J. G. Marsh's bill Gammon Board,		3 00
" 3	" " N. Hale's bill Advertising,		7 00
" 3	" " Mrs. Bagshaw's bill,		13 38
" 17	" " H. & F. Stimpson's bill Stoves,		22 31
" 19	" " Boston Soap Stone Co's bill removing stoves &c.		6 81
" 25	" " A. Twombley's bill Latch,		2 63
" 25	" " M. Smith's bill, Funeral Expenses,		6 00
" 25	" " S. G. Howe's bill of expenses for Journey,		72 75
" 25	" " C. Goff's bill of Willow, &c.		53 18
" 28	" " order favoring S. G. Howe,		150 00
April, 1	" " Dr. Howe's quarterly accounts,		786 20
" 4	" " S. A. & W. G. Pierce's bill Iron safe,		115 50
" 15	" " W. S. Pendleton's bill Printing,		74 83
" 16	" " W. H. Prescott per order,		115 15
May 3	" " S. G. Howe on account,		600 00
June 2	" " S. G. Howe on account,		1,000 00
" 12	" deposited in Boston Bank on interest,		11,220 00
July 7	" paid S. G. Howe balance account,		274 72
" 7	" " E. Trencheri's Salary,		125 00
" 7	" " D. C. Johnston's bill engraving, &c.		17 00
" 7	" " J. Pringle's bill Salary,		37 50
" 7	" " Geo. Barker's bill of Music Stools,		22 00
" 12	" " L. Mason's bill Music Instruction,		100 00
" 16	" " W. F. Cary's draft for Bust,		303 00
" 16	" " Labor &c. to Asylum,		38
" 29	" " J. Chickering's bill Piano Forte		400 00
			$16,738 78

1834.			
Jan. 20	By received from Treasurer of State,		$1,500 00
" 20	" " discount on D. Bates & Co's bill,		1 50
" 24	" " interest on $8500 at Atlantic Bank,		221 60
" 24	" " discount on H. Loring's bill,		50
March 10	" " Contributions at Springfield,		48 00
" 12	" " from Estate of P. Dodge,		100 00
April 1	" " on account, Bank Book,		1,000 00
" 5	" " from Treasurer of State,		1,500 00
" 7	" " of Jacob Kuhn,		75 00
June 12	" " for Bank Book,	$11,000 00	
	and interest on do.	220 00	
			11,220 00
" 12	" " Interest in advance on $11,220 for 6 months, making the book equal to 6 per cent.		56 10
" 30	" " from Treasurer of State,		3,549 57
July 8	" " from S. C. Phillips,		200 00
" 16	" " by S. G. Howe, from Richmond,		246 25
Aug. 29	" " of Boston Bank for Book,		13,339 57
" 29	" " of " " for Interest,		548 91
" 29	" " of Atlantic Bank for Book,		8,500 00
" 29	" " of " " for Interest,		304 58
Sept. 18	" " Contributions in Nantucket,	$623 50	
" 18	" " " in New-Bedford,	535 57	
" 18	" " " of G. Howland,	100 00	
			1,259 07
Oct. 17	" " from Treasurer of State,		1,500 00
Dec. 5	" " from Dr. Howe, for board of Alex. Messinger		24 00
" 15	" " for Bank Book,	$11,220 00	
	and interest on do.	285 18	
			11,505 18
" 16	" " from the State of New-Hampshire, by the hands of Dr. Howe,		500 00
1835.			
Jan. 3	" " of Dr. Howe, for proceeds of Sales at Shop,		132 08
			$57,331 91

Dr. TREASURER'S ACCOUNT CONTINUED. Cr.

1834.	To amount brought forward, - - - - -	$16,738 78
Aug. 8	" paid Trucking, Freight &c. of Bust, - - -	1 00
" 8	" " True Ring to Asylum, - - - - -	25
" 12	" " Josiah Loring's bill of Globes, - - - -	52 25
" 12	" " Niles & Whiting's Carriage hire, - - -	5 00
" 12	" " S. G. Howe's bill boarding &c. - - - -	396 75
" 12	" " Dr. Howe's bill services, - - - - -	125 00
" 12	" " Homes & Dillaway's bill, - - - - -	30 03
" 16	" " Loring & Parsons's bill, - - - - -	525 45
" 26	" " J. Bicknell's bill Mason Work, - - -	161 94
" 29	" deposited in Boston Bank on interest, 5 per cent. -	13,888 48
" 29	" " in Atlantic Bank " " " - -	8,804 58
Sept. 3	" paid Boston Soap Stone Co's bill, - - - -	29 46
" 4	" " G. S. Webb's bill Musical Instruction, - -	100 00
" 6	" " J. W. Pierce's bill Sundries, - - - -	50 00
" 6	" " Dr. Howe's bill Board, &c. - - - - -	479 00
" 18	" deposited in Atlantic Bank, - - - - -	1,100 00
Oct. 20	" paid J. Bumstead's bill Paper Hangings, - - -	2 75
Nov. 8	" " Dr. Howe for sundry bills, - - - - -	848 45
" 8	" " J. Kahler's bill Hair, - - - - - -	167 60
" 8	" " W. S. Pendleton's bill, - - - - -	100 00
" 8	" " John Williams & Co's bill, - - - -	11 74
" 14	" " J. G. Loring & Co's bill sundries, - - -	84 75
" 14	" " Thomas Pollard's bill sundry work, - - -	18 00
" 17	" " R. Wilson's bill Sodding, - - - - -	30 00
" 19	" " John Bicknell's bill sundries, - - - -	142 53
" 19	" " R. D. Harris's bill Taxes, - - - - -	173 90
Dec. 5	" " N. Hale's bill Advertising, - - - - -	3 13
" 5	" " Dr. Howe for sundry bills - - - - -	530 87
Sept. 27	" " J. W. Pierce's bill sundries, - - - -	40 22
Oct. 4	" " Dr. Howe's account of bills enclosed, - -	562 83
" 17	" deposited in Boston Bank, - - - - -	1,000 00
Dec. 5	" Aqueduct Corporation bills - - - - -	8 87
" 5	" Dyer's bill Cards, - - - - - - -	7 00
		$46,220 61

1835.	By amount brought forward, - - - - -	$57,331 91
Jan. 3	By received of Dr. Howe, for board of Mr. Park, - -	50 00
" 3	" " of Miss Davis, for board and tuition, - -	40 00
		$57,421 91
	" Balance carried to new account, and due the Treasurer this day, - - - - - - - - -	1,074 10
		$58,496 01
		$58,496 01

Dr. TREASURER'S ACCOUNT CONTINUED. Cr.

1834.	To amount brought forward,	$46,220 61	
Dec. 15	To deposited in Boston Bank on interest,	10,000 00	
" 16	" deposited in Boston Bank on interest,	500 00	
" 18	" paid the Daily Advocate bill,	3 00	
" 23	" " S. Hartt's bill, paving, mason work, &c.	227 08	
" 23	" " Grant & Seaver's bill, Ticking,	67 87	
" 23	" " John Shory's bill, Binding,	4 50	
1835.			
Jan. 3	" " E. Trencheri's bill, Salary,	125 00	
" 3	" " Dr. Howe's bill, Board,	364 00	
" 3	" " Dr. Howe's bill, Salary,	125 00	
" 3	" " J. Pringle's bill, Salary,	37 50	
" 3	" " N. Boynton's bill, Dying,	9 10	
" 3	" " D. & J. Dickinson's bill, Wheel,	3 00	
" 3	" " James Leach's bill, Worsted,	1 19	
" 3	" " Capen & Lyman's bill, Hair,	15 60	
" 3	" " S. Allen's bill, Organ,	700 00	
" 3	" " Orrock & Simmons's bill, Grass,	23 54	
" 3	" " Frederick Lane's bill, Musical Instruments,	59 02	
" 3	" " William Hancock's bill, Cushions,	2 00	
" 3	" " T. Gilbert's bill, use of Piano Forte,	8 00	
		$58,496 01	
	To balance brought down due the Treasurer,	$1,074 10	

1835.	By amount brought forward,	$58,496 01
		$58,496 01

Boston, 7th January, 1835.

Errors excepted, RICHARD D. TUCKER, *Treasurer.*

Boston, 7th January, 1835. We, the undersigned, being appointed a Committee, by the Trustees of the New-England Asylum for the Blind, to examine the Treasurer's accounts, having performed that duty, hereby certify, that they have examined the said accounts and vouchers and find them all correct, and that the balance this day due the Treasurer is ten hundred seventy-four dollars and ten cents.

JOHN TAPPAN, GEORGE BOND, } *Committee of Accounts.*

CATALOGUE

OF OFFICERS AND PUPILS OF THE NEW-ENGLAND INSTITUTION FOR THE EDUCATION OF THE BLIND.

S. G. HOWE, *Director.*
E. TRENCHERI, *Teacher.*
LOWELL MASON, *Professor of Music.*
J. PRINGLE, *Master Workman.*
MRS. SMITH, *Matron.*

FEMALES.

1	Baker, Mary Ann, - -	Dennis, Massachusetts.
2	Baker, Susan, - - -	" "
3	Blasdell, Dursilla, - -	Patricktown Plantation, Maine.
4	Blasdell, Lydia, - - -	" " "
5	Carter, Abigail, - - -	Andover, Massachusetts.
6	Carter, Sophia, - - -	" "
7	Chandler, Mary B. - -	" "
8	Cowdin, Charlotte, - -	Fitzburg, "
9	Clough, Sarah, - - -	Pittsfield, "
10	Cobb, Patience, - - -	Middlebury, "
11	Dodge, Julia Ann, - -	Edgecomb, Maine.
12	Davis, Lydia H. - - -	Dudley, Massachusetts
13	Dolliver, Miss, *day pupil*, -	Salem, "
14	Folger, Amelia, - - -	Nantucket, "
15	Gamage, Amelia, - -	New-Orleans,
16	Linscott, Mary Dunning, -	Brunswick, Maine.
17	Lovejoy, Abia, - - -	Andover, Massachusetts.
18	Penniman, Maria, - -	Boston, "
19	Saunders Lydia, - - -	Billerica, "
20	Sawyer, Caroline A. - -	Sterling, "
21	Teague, Margaret B. - -	Beverly, "
22	Higgins, Caroline, - -	Orleans, "

MALES.

23	Bowen, Benjamin, - -	Marblehead, Massachusetts.
25	Bray, George W. - -	Gloucester "
26	Brady, John Linden, - -	Hartford, Connecticut.
24	Burgess, Ebenezer, - -	China, Maine.
27	Dunbar, Henry W. - -	Petersborough, N. H.
28	Dunbar, Quincy, - -	Petersborough, N. H.
29	Gordon, Lewis, - - -	Biddeford, Maine.
30	McClellan, John M. - -	Tye River, Nelson Co. Va.
31	Morrill, Charles, - -	Andover, Massachusetts.
32	Messinger, Alexander, -	Wrentham, "
33	Murdock, Grovenor Taft, -	Whilingham, Vermont.
34	Park, Andrew, - - -	Windham, N. H.
35	Penniman, Anson W. - -	Hardwick, Massachusetts.
36	Rolock, Jacob, - - -	Boston, "
37	Smith, Joseph Brown, -	Portsmouth, N. H.
38	Stockwell, Rufus, - -	Millbury, Massachusetts.
39	Spenser, James, - - -	Hartford, Connecticut.
40	Thayer, Henry V. - -	Boston, Massachusetts.
41	Thayer, William, - -	" "
42	Tucker, James, - - -	Newburyport, "

Fac Similes of the hand-writing of some of the pupils in the N. E. Institution for the Education of the Blind.

Pendleton's Lith. Boston.

Come, 'tis the hour of rest
From earthly toil and care,
The day that God hath blest,
The sacred hour of prayer.

Maria Penniman.

There is a land where we shall greet
The friends we loved below,
Where kindred minds together meet,
Each others joys to know.

Margaret Teague.

Speech thou sweet interpreter
of human thought
how few respect or use thee
as they ought.

Harriet A. Gamage

ANNUAL REPORT

OF THE

TRUSTEES OF THE

NEW-ENGLAND INSTITUTION

FOR THE

EDUCATION OF THE BLIND,

TO THE

CORPORATION.

BOSTON:

PRINTED BY J. T. BUCKINGHAM.

1836.

HV1796
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OFFICERS.

PRESIDENT OF THE CORPORATION.

~~WILLIAM~~ PHILLIPS.
Jonathan

VICE-PRESIDENT.

THOMAS H. PERKINS.

TREASURER.

RICHARD D. TUCKER.

SECRETARY.

SAMUEL G. HOWE.

TRUSTEES.

EDWARD BROOKS,
THOMAS G. CARY,
JOHN D. FISHER,
OZIAS GOODWIN,
JOHN HOMANS,
SAMUEL P. LOUD,
JOHN A. LOWELL,
HORACE MANN,
SAMUEL MAY,
WILLIAM H. PRESCOTT,
ROBERT RANTOUL,
ROBERT C. WINTHROP.

DIRECTOR OF THE INSTITUTION.

SAMUEL G. HOWE.

ANNUAL REPORT

OF THE TRUSTEES OF THE NEW-ENGLAND INSTITUTION FOR THE EDUCATION OF THE BLIND, TO THE CORPORATORS.

Gentlemen,

We have the honor of submitting the following Report of the state of the Institution which you committed to our charge in January last.

We deem it unnecessary to enter into any detail of the system of education which has been pursued, for it has not varied from that of the two preceding years, which was detailed in the two last Reports.

The advantages of this system are now very apparent; for although it has not been in operation long enough to accomplish its great end, the qualification of many blind for usefulness and independence in life, it has done much toward it, by increasing the confidence of the pupils in their own resources. Most of them find that they can receive as good an intellectual education as those who have sight; and those who have attended to mechanical works, perceive that they may, by industry and perseverance, gain their own livelihood.

The mere effect of association in numbers, naturally allays those feelings of diffidence and self-distrust, which an isolated blind person among a seeing community naturally feels; so that, instead of considering himself a lonely sufferer—a cripple among those who are starting in the race of life—he finds himself surrounded by others who have no advantage over him; the emulation of the whole is aroused, the bold and active start forward, the timid and distrusting follow after.

We consider this moral influence of our Institution upon the blind, as of no small importance.

The great majority of our pupils were, on their entrance, extremely ignorant, not having been taught even the simpler branches of common school education: they are now well versed in the rudiments of them all. They are generally familiar with the theoretical and practical parts of arithmetic; and they have correct ideas of geography, and of grammar. Some of them have studied the French language, have made themselves familiar with it, and can read and converse with more correctness and fluency than the generality of scholars of their age in our best private schools.

The upper classes are conversant with the higher branches of arithmetic, with algebra, and the principles of mathematics, and their application to astronomy: they have a fair knowledge of history, and of natural philosophy.

One of the most gratifying results is the facility which our pupils acquire of writing; many of them are now capable of finishing with their own hands,

and without assistance, very legible letters, which are sent by mail to their friends. They have also a method of writing to each other, and the blind can correspond with the blind when ever so widely separated.

They have continued steadily to cultivate their musical powers; and many have laid the foundation for correct execution as organists, by long and patient study of the fingering on the piano. The Logerian system, which was introduced nearly a year ago, has proved entirely satisfactory; and by assistance of the cheiroplasts the hand is well formed.

Vocal music has occupied also a considerable share of attention, and the voices of many of the pupils begin to show how much may be done by untiring attention to exercise.

The foundation for a band has been laid, and the male pupils now practice upon the clarionet, flute, horn, violin, and bass-viol, while some of the girls perform respectably on the guitar. Mr. Mason has discharged his duties as manager of the musical department, in the manner which his justly earned reputation led us to expect.

In proof of what may be hoped from the musical department, we may state, that even now, in its infancy, it is doing something toward paying its way. There have been received from concerts, given in the neighboring towns, $205 over the expenses; and $32 have been received for lessons given on the forte-piano by one of our pupils to young ladies. It is gratifying to prove thus, that the blind can teach those who see.

But we need not dwell upon this subject, as the frequent public opportunities for witnessing the progress of the pupils, enabled you to judge for yourselves. Suffice it to say, that with regard to the advantages presented to blind children for procuring an intellectual education, and for apparatus to facilitate it, we think our Institution fully equal to any in the world.

One great facility, not possessed by any other English or American Institution, is the possession of a beautiful and powerful press—invented and manufactured expressly for the purpose of printing for the blind. It was obtained at considerable expense after many experiments and trials with the common and power presses; and accompanied as it is by an extensive and perfect apparatus for printing, will soon give to the blind a better library than now exists. Indeed, we believe that all the printing hitherto done for the blind in the English language, does not amount to one half already executed at our office; and yet how small is the amount compared to their wants! The Acts of the Apostles, a book of Psalms, Murray's Grammar, a Spelling Book, an Introductory Reading Book for children, the Dairy Man's Daughter, and Baxter's Call, are all the books yet printed. We have in press, indeed, and shall soon publish, the whole New Testament, thanks to the generous aid of the American,* Massachusetts, and the New-York Ladies Bible Society; but still the wants are great,

* The American Bible Society contributed $1200, the Massachusetts $1000, and the New-York Ladies Bible Society $800. Besides a donation to the fund of $250, received through Mr. Lothrop.

and as we have kept the printing fund apart from the general fund of the Institution, we would call upon the public for aid in the work of printing for the blind.

The removal to Cohasset, the want of proper accommodations and sufficient room, has prevented the mechanical department from being so productive as it would have been. It is now, however, put upon a footing which ensures its success. The pupils manufacture matresses, chair-cushions, pew-cushions, and mats; and they are offered for sale and warranted as good in material, and as strong in fabric, as any in the market. They are put at a low price, and the public are requested to call and examine them, without being expected to pay any more than their real value, on account of their being made by the blind. The matresses and cushions may be made to order of any size or quality, from corn husks, to the best curled horse hair. The patronage of the public to this undertaking is earnestly solicited, and with the fullest confidence that the articles will give satisfaction. Though our department of work has been under great disadvantages during the past year, and many are mere beginners, spoiling much stock, yet the receipts have been about $300 more than the expenditures. There is no doubt but the shop which we have opened, will eventually yield a handsome income; and we confidently anticipate from it much advantage to our pupils, for we propose to make it a *depot* to which they may send their work to be sold for their benefit after they leave the Institution.

There is also a *depot* for the sale of door-mats made by the pupils, at Fowle & Brewer's, No. 166, Washington-street. One young man has already left and set up for himself; and within the last six months has sent door-mats to the value of $250, most of which have been disposed of for his benefit. We refer to this case with peculiar pleasure, for there is no doubt but the instruction received in this Institution is now enabling the young man to live independently of all charity, notwithstanding he is totally blind.

It will be recollected that the Report of the last Board of Trustees set forth in strong terms the necessity of enlarging the premises; and by far the most important and responsible act of our stewardship has been a heavy expenditure for that purpose upon the estate in Pearl-street. This step, however, was taken after mature consideration, and for reasons which it may be well to state generally.

And first, we quote the following extract from the Annual Report of the last Board. "An extension, indeed, of the premises is desirable, and will soon become absolutely necessary. The building now used, is not large enough to accommodate any more pupils, than it actually contains; indeed, the necessary separation between the apartments of the two sexes, is made with great difficulty and inconvenience, and with a greater number will be impossible. The house might accommodate perhaps fifty of either sex, but not twenty-five of each."

"Every consideration of prudence and propriety, dictates the necessity of a separation of the sexes;

and without the power of effecting it, no person can safely venture to become responsible for the manners and morals of the Institution. We would not be understood by these remarks to have reference to the conduct of the present pupils; we make them prospectively, and in relation to the future welfare of the Institution. But apart from the necessity of a separate suite of apartments for the two sexes, larger and better ventilated school-rooms are desirable, both for the health of the pupils, and for purposes of exhibition."

"A new building being necessary, it will probably be requisite to purchase land, as the play-grounds are now barely large enough for the exercises and amusements of the pupils."

All that was then supposed necessary to be done, we have effected by judicious location of the buildings, without the purchase of additional land. We have obtained ample accommodations for as many pupils as the Institution will probably have, for many years to come. It may become desirable, indeed, to have larger work-shops, and we have so arranged our buildings that they may be had at trifling expense.

It has been objected to our plan, (and we find the objection a very general one,) that for half the worth of the land in Pearl-street, a beautiful situation and extensive grounds might have been purchased in the neighborhood of the city; that the present location is in the centre of business; that the grounds might be covered with buildings more useful to the pub-

lic, &c. But we think these objections must vanish before the following considerations:—

First, the conditions attached to his gift by the munifient donor; conditions dictated by no desire of ostentation, but by the forecast of a head as clear, as his heart is warm. He has lavished treasure earned by his own industry and enterprise, in the erection of a noble monument of beneficence; that monument should be seen of men, and we would that our most crowded wayfares had each such an one—that passers-by might be reminded, every day and every hour, of their duty to the unfortunate, and see written on the walls, "go thou and do likewise."

Second, the pupils will, in the course of three years, be able to give concerts of vocal and instrumental music in excellent style;—if the Institution were in the country, no income could be derived from them, and no stimulus from public approbation. The same applies to the sale of the articles manufactured.

Third, if removed to the country, the Trustees could not be expected to visit so often; the musical teachers could not be induced to come without higher salaries; the eye of the public would be withdrawn, and, almost of course, the discipline and order relaxed.

Fourth, the expenses would be no less, probably they would be greater in the country than in the city: on this point we are perfectly satisfied, for the trial has been made by a six months residence of the pupils in Cohasset, the last season, while the additions were making to our buildings.

It is desirable, on many accounts, that the religious exercises of the Sabbath should be performed within the walls of the Institution, and we have provided a suitable chapel; now it is indispensably necessary to avoid the imputation of sectarianism, that clergymen of all denominations should officiate in rotation; this, in the country, would be very difficult. We have not yet put the plan in operation, and the pupils continue to attend at various places of worship; we have deferred the execution of our plan, however, only from the low state of the funds.

Other reasons might be urged, but these were enough to convince us that the Institution must remain permanently in its present location, and induce us to prepare the necessary accommodations for at least eighty pupils.

We have added a wing equal in extent to the original mansion, and fitted it up with the necessary apartments, school-rooms, music-rooms, and workshops, and appropriated it to the use of the male pupils. It is connected with the house on Pearl-street, by a large dining-room, to which the males have access from one end, and the females from the other.

During the whole year the government of the Institution has been conducted with tranquility and harmony; the conduct of the pupils has been generally very exemplary and satisfactory, and not an occasion has occurred for other than the most trivial punishment.

We cannot quit this subject, without a just tribute to the indefatigable exertions of the director, Dr. S.

G. Howe, who continues to devote himself to the pupils and the general interests of the Institution, with the same fidelity and zeal which he has exhibited since its foundation. In the course of the year, in addition to his regular labors, he has made important improvements in the system of printing for the blind. By his own exertions he has raised funds for erecting a complete press, constructed on a novel and very ingenious plan, by Mr. S. P. Ruggles. Several books compiled by Dr. Howe himself, and accommodated to the wants of the Blind, have been already printed. When it is considered that the improved formation and arrangement of the characters by Dr. Howe, enables us to give the same quantity of matter in volumes of half the bulk formerly required, and at one fourth the expense, we have reason to believe that the improvements will be of general application and use in sister Institutions, both in our own country and Europe. It will be difficult to point out an undertaking more deserving of patronage, than that of opening to the blind those higher sources of instruction and intellectual pleasure which are so freely enjoyed by the rest of their more fortunate fellow-creatures.

The number of pupils continues to increase; and from the numerous cases which we hear of in the country, there is every reason to suppose it will increase for some time, if the means for their admission can be obtained, either from legislative aid, or from the extension of the funds of the Institution by donation, bequest, or otherwise. We are sometimes

pained to hear of the existence of blind children, who are growing up in intellectual and moral, as well as physical darkness, but whom we cannot receive consistently with the prudential management of our funds.*

It will be recollected that, by the conditions of the grant from this State, twenty blind persons were to be received and educated free of charge to themselves; we have done more than this, and twenty-six beneficiaries are now on our list. The whole number of pupils in January, 1834, was twenty-four; in January, 1835, forty-two; during the past year, four have left, one has died,† and ten have entered—the present number being forty-eight. These, with the teachers, make a family of fifty blind inhabiting the Institution.

For the financial state of the Institution we would refer you to the Report of our Treasurer. It will be perceived that the large outlay which we have been obliged to make, has caused a material diminution of the funds of the Institution; so great as to require the continued patronage of the Legislatures, and the benevolence of the community: upon those, however, we do most confidently rely. The grounds of our reliance are these: that in our favored country the right

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* The inhabitants of Newburyport were lately appealed to by our Director in behalf of a poor blind girl, lately from England, and now resident among them. They promptly answered to the call, and raised funds for her support one year, and will doubtless continue their aid as long as it shall be necessary.

† We have to lament the loss of one of our most esteemed pupils, John Milton McClellan, a young gentleman from Virginia, who won the love and esteem of all who knew him. He left us in consequence of the appearance of symptoms of pulmonic disease, which soon after proved fatal to him.

of every child to a participation in the blessings of education is distinctly recognized; that, by the immutable laws of nature, a certain proportion of every generation will be blind; that they are capable of being instructed, and more in need of instruction than any other class, even than the deaf mutes; and that every consideration of justice and humanity urges the provision of ample means for their education.

Though our Institution then is not rich in funds, it is strong in a good cause; it is rich in the sympathies of a generous community; it is rich in the favor of an enlightened and liberal Legislature; and so long as it shall merit that sympathy and favor, we fear not its abandonment for want of pecuniary support.

EXTRACTS

FROM THE

RULES AND REGULATIONS OF THE INSTITUTION.

A meeting of the Trustees shall be held on the first Thursday of every month at the Institution.

QUORUM.

The presence of three members shall constitute a quorum.

VISITING COMMITTEE.

Two of the Trustees, taken in rotation, shall form a Committee, one at least of whom shall visit the Institution each week, during the space of two months.

This Committee shall examine the state of the Institution ; the progress, &c. of the pupils, and receive and examine any reports of the Director.

This Committee may report on the state and condition of the Institution at any monthly meeting of the Trustees.

DIRECTOR.

It shall be the duty of the Director to be in daily attendance at the Institution ; he shall direct the course of studies to be pursued in the school ; the work to be done in the shop, &c.

He shall keep an account of the articles fabricated, and of the sale of the same.

He shall lay before the Visiting Committee, each week if required, an account of any change which may have taken place within the week.

He shall keep an account current of the sales and expenditures of the workshop and *sales-room*, and submit the same to the Visiting Committee.

The teachers, master workmen, and pupils shall be under the immediate direction of the Director ; and no orders shall be given to them except through him.

ADMISION OF BENEFICIARIES.

Candidates for admission must be over six, and under twenty-four years of age.

They must produce certificates of incurable blindness, from some respectable physician of regular standing, also of their freedom from any epileptic or contagious disorder, or from any physical affliction that would render them unfit inmates with others.

Beneficiaries must produce a certificate from the Selectmen or the overseers of the poor of their town, stating that their parents and immediate relatives are unable to defray the expenses of their education.

They must produce a certificate of good moral character from the selectmen or clergyman of their town.

They must be provided with at least six good cotton shirts; two vests, jackets, and pantaloons; six pairs of socks or stockings; two pairs of boots or shoes; six pocket-handkerchiefs, and two black stocks; all to be in good condition, and the woolens of dark color.

The females must be provided with at least the same quantity of linen; and with three gowns and dresses. The clothing must be renewed from time to time, as may be necessary—by the parents; any thing more than common mending will not be done at the expense of the Institution.

Each pupil must be provided with a wooden chest with a lock and key; and of sufficient size to contain all their clothing.

All the articles of clothing must be marked with the name of the owner—*at full length.*

ADMISSION OF PUPILS NOT BENEFICIARIES.

Any blind person may be admited to the Institution, on presenting to the Trustees or the Standing Committee, sufficient evidence of their fitness for it. They shall pay sixteen dollars per month; one quarter in advance or give sufficient security therefor.

This sum will cover all their expense of board, tuition, and music.

They must be provided with at least two decent suits of clothing.

The pupils will be taught reading, writing, arithmetic, geography, the languages (if required) and music. They will be required to observe strictly all the rules and regulations of the Institution.

No one can absent himself from the Institution without the permission of the Director; nor from the school-room, without his consent, or that of the Instructor.

The hours for work, for study, and for recreation being established by rule, each pupil will be expected to conform strictly to them.

Dr. { NEW-ENGLAND INSTITUTION FOR THE EDUCATION OF THE BLIND, *in account with* RICHARD D. TUCKER, *Treasurer.* } Cr.

1835.			
Jan. 7	To balance of old account,		$1,074 10
Feb. 5	" paid Stevens & Gayetty's bill, use of Organ,		34 00
" 5	" " B. Brown's bill, needles,		1 50
" 5	" " G. W. Clennan, balance of account,		27 50
" 5	" " John Glynn's bill, altering bells,		6 50
" 5	" " Boston Galaxy, bill,		6 31
" 5	" " J. P. Whitwell's bill, sundries,		1 00
" 5	" " Perkins, Marvin & Co's bill, printing,		1 50
" 5	" " E. F. Newhall's bill, brown sheetings,		8 82
" 9	" " Timothy Hall's bill, iron ware, &c.		45 29
" 9	" " C. F. & M. D. Ellis's bill, cambric, &c.		14 50
" 9	" " Daniel Safford's bill, stoves,		111 54
" 10	" " C. Henderson's bill, painting, &c.		257 41
" 10	" " Loring and Parsons's bill, carpentering,		282 62
" 20	" " Homer & Palmer's bill, advertising,		10 13
" 23	" deposited in Atlantic Bank on interest, 5 per cent.		1,124 75
March 5	" " in Boston Bank " " "		11,700 00
" 7	" paid S. P. Ruggles's bill, sundries,		16 65
" 7	" " R. Houghton's bill, advertising,		4 00
" 7	" " T. Bedlington's bill, Goldsmith's Natural Hist.		5 50
" 7	" " Jno. Lynch's bill, delivering notifications,		2 50
" 7	" " E. Hayward's bill, bonnets,		3 00
" 23	" " Neptune Insurance Co's bill, Insurance,		10 00
" 30	" " Thomas McLellan, balance of account,		137 15
" 30	" " Commercial Line's bill, freight,		4 85
" 30	" " S. G. Howes bill, sundry expenses,		22 62
" 30	" " Isaac Williams's bill, boots and shoes,		8 14
" 30	" " C. Goff's bill, willow, &c.		52 31
April 7	" " Postages to and from New-York,		95
" 11	" deposited in Atlantic Bank on interest, 5 per cent.		9,077 28
" 16	" paid Thomas Christy's bill, trunk,		1 50
May 12	" " E. Fogg, jun. bill, cheiroplasts, &c.		103 50
			$24,157 42

1835.			
Jan. 10	By received from Treasurer of State,		$1,500 00
Feb. 7	" " " " per Dr. Howe,		283 85
" 9	" " " Boston Bank on account book,		1,500 00
" 23	" " " Atlantic Bank, for book,		1,100 00
" 23	" " " " " interest on do.		24 75
March 3	" " " Boston Bank, for book,	$13,888 48	
	Deduct rec'd 9th February,	1,500 00	
			12,388 48
" 3	" " " Interest on do.		351 85
" 12	" " " Dr. Howe, for board to 1st instant, and tuition of Alex. Messinger,		40 00
" 27	" " " Dr. Walker, of Charlestown, per Dr. Bowditch,		90 00
April 8	" " " Treasurer of State,		1,500 00
" 11	" " " Atlantic Bank, for book,		8,804 58
" 11	" " " " " interest on do.		272 70
" 11	" " for Draft on H. Y. Wagener, Treasurer of the American Bible Society of New-York,		1,000 00
May 18	" " from Dr. Howe, for tuition of Miss Gamage,		50 00
" 20	" " " Dr. Howe, for entrance and first quarter's advance of J. High, of Ten.		40 00
June 4	" " " Boston Bank, on account of book,		1,500 00
" 15	" " " Dr. Howe, for board of Lydia Davis,		100 00
" 26	" " " Boston Bank, on account of book,		1,500 00
July 2	" " " State of New-Hampshire, per Dr. H.		500 00
" 2	" " " Treasurer of State,		1,500 00
" 6	" " " " "		3,080 83
Aug. 14	" " " Boston Bank, int. on book to 1st inst.		346 99
" 17	" " " Atlantic Bank, for book,	$1,124 75	
" 11	" " " " " interest on do.	28 12	
			1,152 87
Sept. 4	" " " Boston Bank, 6 m int. $11,700 5 per ct.		292 50
			$38,919 40

1835.	To amount brought forward, - - - - - -	$24,157 42
May 13	" paid Loring & Parsons's bill, sundries, - - -	88 89
" 13	" " " " " " printing office,	45 59
" 13	" " M. C. Loring's bill, work, (printing fund,) -	16 25
" 13	" " Jno. Osgood's bill, rep'g [illegible] & clock, - -	3 00
" 16	" " S. P. Ruggles's bill, work, (printing fund,) -	18 00
" 16	" " William King's bill, Philosophical instruments,	13 00
" 20	" " J. Chickering & Co's bill, tuning piano-forte, -	3 50
" 23	" " Order to J. Hardin, for bricks, - - - -	200 00
" 23	" " " " Jno. Bicknell, for work, - - -	200 00
" 23	" " " " William Keith " " - - -	200 00
" 23	" " " " " " " " - - -	250 00
" 30	" " " " Jno. Bicknell, " " - - -	500 00
June 6	" " Benjamin Whelden's bill, steel reeds, - -	5 00
" 6	" " Wm. D. Ticknor's bill, Annals of Education, +	3 00
" 13	" " Jno. Bicknell's receipt, for [illegible] - - - -	400 00
" 13	" " William Keith's " " work, - - -	200 00
" 15	" " Advertiser & Patriot's bill, advertising, - -	5 13
" 15	" " Daniel Bates's bill, castings, &c. - - -	11 74
" 18	" " Lewis & Penniman's bill, printing circulars, -	10 00
" 18	" " Insurance, - - - - - - - - -	22 50
" 20	" " H. H. & F. Stimpson's bill, cleaning stoves, &c.	19 28
" 27	" " Jno. Bicknell's receipt, for work on buildings, -	400 00
" 27	" " William Keith's " " " " -	250 00
" 27	" " Perez Gill's bill, lumber, - - - - -	16 40
" 27	" " James Hardin's receipt for bricks, - - -	200 00
" 27	" " Frederick Lane's bill, French Horns, - -	28 50
July 3	" " Kittridge & Blake's bill, mahogany, - -	1 35
" 11	" " Jno. Bicknell's receipt, for work on buildings, -	500 00
" 11	" " William Keith's " " " " -	300 00
" 21	" " Moses French's bill, boards, - - - -	156 00
" 25	" " Jnn. Bicknell's receipt, for work on buildings, -	450 00
" 25	" " William Keith's " " " " -	200 00
" 29	" " Alpheus Carey's " " " " -	130 00
Aug. 6	" " Benj. Whelden's bill, reed for weaving, - -	2 50
		$29,007 05

1835.	By amount brought forward, - - - - - -	$38,919 40
Sept. 4	" received from Boston Bank, part of principal, - -	1,800 00
" 22	" " " " " on account of book, -	2,000 00
Oct. 1	" " " Atlantic Bank, " " -	1,500 00
" 7	" " " Treasurer of State, - - - -	1,500 00
" 8	" " " State of Vermont, per Dr. Howe, -	270 00
" 15	" " " Atlantic Bank, for book, - - -	1,500 00
" 15	" " " " " " - - -	6,077 28
" 15	" " " " " balance of interest on do.	229 05
" 23	" " " State of Maine, per Dr. Howe, - -	760 25
Nov. 9	" " " Boston Bank, on account of book, -	900 00
" 9	" " " Atlantic " " " -	1,000 00
Dec. 8	" " " Boston " " " -	2,000 00
" 28	" " " Atlantic " " " -	1,300 00
1836.		
Jan. 2	" " " Henry Edwards, account Bible Fund,	600 00
" 12	" " " Treasurer of State, - - - -	1,500 00
" 15	" " " Interest on the Boston Bank books, -	279 89
" 19	" " " Atlantic Bank, on account of book, -	1,200 00
		$63,335 87

Dr. TREASURER'S ACCOUNT CONTINUED. Cr.

1835.	To amount brought forward,		$29,007 05
Aug. 6	" paid Charles Brown's bill, palm leaf,		1 50
" 6	" " A. Bagshaw's bill, work on maps,		11 56
" 6	" " S. H. Parker's bill, music Books,		3 00
" 6	" " R. Wilson's bill, box for garden,		6 50
" 6	" " J. Maelzel's bill, Metronome,		8 00
" 6	" " S. G. Howe's bill, expenses of protecting a draft on State of N. Hampshire,		3 50
" 6	" " Stefan Wyezamiraki's bill, sundries,		1 75
" 12	" " John Ford's bill, advertising,		5 25
" 13	" " John & Thos. Howe's bill, received on account, lumber,		1000 00
" 13	" " J. Bicknell's bill, rec'd for work on buildings,		450 00
" 13	" " Wm. Keith's bill, rec'd for do.		250 00
" 13	" " Patent Flooring Establishment's bill,		500 00
" 22	" " Wm. Keith's bill, received for work,		400 00
" 22	" " J. Bicknell's bill, " "		400 00
" 24	" " G. Barker's bill, repairing organ,		20 00
" 25	" " James Hardin's bill, received for bricks,		400 00
Sept. 5	" " Loring & Kupfer's bill, glue,		5 11
" 5	" " Theophilus W. Walker's bill, glue,		3 88
" 5	" " Geo. Barker's bill, desk stool,		3 33
" 5	" " W. & C. Whiting's bill, mats,		2 00
" 5	" " Loring & Parsons's bill, carpentering,		26 11
" 5	" " C. F. & A. Heath's bill, ton timber,		31 33
" 5	" " Jno. Bicknell's bill, received for work,		500 00
" 5	" " Wm. Keith's bill, " "		400 00
" 5	" " Geo. Folling's bill, lumber, &c.		98 74
" 9	" " Insurance on buildings, two months,		15 00
" 19	" " John Bicknell, per receipt,		500 00
" 19	" " Wm. Keith, "		500 00
" 19	" " James Hardin, "		300 00
" 19	" " India Rubber Co's bill,		6 00
Oct. 3	" " James Hardin, per receipt,		100 00
" 3	" " William Keith, "		600 00
			$35,559 61

1836.	By amount brought forward,	$63,335 87
		$63,335 87

1835.		To amount brought forward,	$35,559 61
Oct.	3	" paid Jno Bicknell,	500 00
"	3	" " Sanborn & Ames's bill, work,	55 71
"	7	" " C. J. Pratt's bill, coffin for Susan Bates,	5 00
"	7	" " S. Lincoln & Co's bill, dry goods,	9 43
"	7	" " S. G. Howe's bill, constructing mats,	250 00
"	7	" " Ebnr. Fogg's bill, guides for musical instruction,	9 00
"	7	" " Thomas Oakes's bill, work on locks, &c.	5 22
"	7	" " John & Thos. Howe's bill, bal. for lumber,	679 09
"	15	" deposited in the Atlantic Bank on interest 5 per ct.	6,306 33
"	15	" paid S. G. Loring & Co's bill, soldering, &c.	466 89
"	17	" " William Keith, per receipt for work,	500 00
"	17	" " Jno. Bicknell, " " " "	350 00
"	17	" " Ward Jackson's bill, lumber, &c.	345 72
"	22	" " Charles Turner & Co's bill, window weights,	22 23
"	22	" " James Bowen's bill, per order fav'g. E. Brooks,	500 00
"	27	" " balance of do.	72 79
"	31	" " William Keith, per receipt for work,	375 00
"	31	" " John Bicknell, " " " "	150 00
Nov.	5	" " additional Insurance to Mutual Fire Insurance Co. to 5th December next,	50 00
"	7	" " Theoph. W. Walker's bill, printing fund,	16 00
"	12	" " R. Houghton, Atlas paper,	7 25
"	12	" " Prentiss Hobbs's bill, laths,	70 00
"	14	" " James Hardin's bill, bricks,	323 00
"	14	" " B. & G. Granite Co's bill,	54 63
"	14	" " William Keith, per receipt,	350 00
"	14	" " Jno. Bicknell, " "	50 00
"	14	" " premium Insurance to Manufacturers' Insurance Co. one year,	12 50
"	28	" " William Keith, per receipt,	300 00
"	28	" " R. D. Harris's bill, taxes,	179 45
Dec.	2	" " James Whitney's bill, cement,	51 00
"	8	" " Alpheus Carey's bill, caps, silks, &c.	37 33
"	8	" " Luther Nutting's bill, hooks, hinges, &c.	67 60
			$47,730 36

1836.	By amount brought forward,	$63,335 87
		$63,335 87

Dr. TREASURER'S ACCOUNT CONTINUED. Cr.

1835.	To amount brought forward,		$47,730 36
Dec. 8	" paid Chandler & Howard's bill, Manilla hemp,		43 12
" 8	" " A. Carey's bill, stone, caps, &c.		19 00
" 8	" " Capen & Lyon's bill, hair,		146 16
" 8	" " Lot Willcut's bill, sundries,		5 52
" 8	" " Jno. Bicknell, per receipt for work,		200 00
" 8	" " The Flooring Mill Co's balance,		353 12
" 8	" " Luther Nutting's bill, sundries,		21 75
" 9	" " Daniel Bates's bill, grate,		5 00
" 9	" " Aqueduct Corporation's bill,		16 93
" 9	" " Charles Warren & Co's bill, mixed yarn,		96
" 9	" " J. Mariner's bill, India Rubber cloth,		3 00
" 9	" " G. W. Davenport's bill, Loom tools,		50 00
" 9	" " Charles Manning's bill, matresses,		13 33
" 9	" " Wm. King's bill, affixing lightning conductor,		68 60
" 9	" " Josiah Loring & Co's bill, books, &c.		86 53
" 9	" " J. T. Buckingham's bill, advertising in Courier,		19 63
" 17	" " William Keith, per receipt,		500 00
1836.			
Jan. 4	" " Samuel May & Co's bill, sundries,		489 63
" 8	" " Levi Nichols's bill, freight from Cohasset,		60 00
" 11	" " William Keith, balance of account,		155 67
" 11	" " " " bill of work, &c.		45 18
" 11	" " John G. Flagg & Co's bill, hair, &c.		105 40
" 11	" " " " " "		69 02
" 16	" " R. Nevers's bill, carting furniture,		15 50
" 16	" " Sanborn & Ames's bill, stone cutting, &c.		5 00
" 16	" " J. Judson's bill, carting,		13 85
" 16	" " W. S. Pendleton's bill, printing,		25 00
" 16	" " " " " engraving,		40 00
" 16	" " Capen & Lyon's bill, hair,		160 80
" 16	" " A Drake's bill, lime, &c.		630 00
" 16	" " B. & H. Steamboat Co's bill, freight and passage		85 69
" 16	" " Loring & Kupfer's bill, hardware, &c.		233 65
" 16	" " E. French's bill, wire netting, &c.		27 50
			$51,444 90

1836.	By amount brought forward,	$63,335 87
		$63,335 87

Dr. TREASURER'S ACCOUNT CONTINUED. Cr.

1836.	To amount brought forward,	$51,444 90	1836.	By amount brought forward,	$63,335 85
Jan. 16	" paid George Folling's bill, white wood, &c.	50 73			
" 16	" " E. Bartholomew's bill, train and wheel,	32 00			
" 16	" " Soap-Stone Company's bill,	34 32			
" 16	" " Safford & Smith's bill, iron work,	726 91			
" 16	" " South-Boston Iron Company's bill, castings,	9 25			
	" " total bills for printing books, maps, for press and fixtures,	2,740 09		Memoranda of funds belonging to the Institution.	
	" " total bills for board, fuel and household expenses	4,840 92		In Atlantic Bank,	2,806 33
	" " total bills for salaries, tuition, music, &c.	2,543 57		In Boston "	13,500 00
" 22	" " Balance carried to new account,	913 18			$16,306 33
		$63,335 87			$63,335 87
				By balance brought down,	$913 18

Boston, 22d January, 1836.

Errors excepted, RICHARD D. TUCKER, *Treasurer.*

Boston, January 22, 1836. We, the undersigned, being appointed a Committee, by the Trustees of the New-England Asylum for the Blind, to examine the Treasurer's Accounts, having performed that duty, hereby certify, that they have examined the said accounts and vouchers and find them all correct, and that the balance to the credit of the Institution, is nine hundred and thirteen dollars and eighteen cents.

OZIAS GOODWIN,
S. AUSTIN, Jr.

FIFTH

ANNUAL REPORT

OF THE

TRUSTEES OF THE

NEW-ENGLAND INSTITUTION

FOR THE

EDUCATION OF THE BLIND,

TO THE

CORPORATION.

BOSTON:

PRESS OF THE BOSTON COURIER.

1837.

HV1796
V1

ANNUAL REPORT.

TO THE CORPORATORS OF THE NEW-ENGLAND INSTITUTION FOR THE EDUCATION OF THE BLIND.

Gentlemen,

It gives us great pleasure to be able to submit to you the following favorable and gratifying Report of the state of the Institution for the past year.

In January, 1836, the number of pupils was forty-eight. Some of them have left during the year, much benefited by the instruction they received; but more have entered, and the whole number now connected with the Institution is sixty.

The pupils have, generally, been in excellent health; few cases of severe sickness have occurred, and those have all terminated favorably.

This may be considered fortunate; for the blind are more liable to disease and early death than seeing people; partly, because there are many cases where blindness is the partial effect of some general cause, which occasions constitutional infirmity; partly, because in early life they do not take exercise enough to develop the force of the system; and, partly, from habits of indolence, physical and mental, acquired in

later life. Now the majority of our pupils were past the age of adolescence, when they entered; and are, therefore, still liable to the effect of unfavorable causes, put in operation before.

Great attention, however, is now paid to their physical health; and there is no doubt that where this attention can be given from early life, the mortality of the blind will not differ much from that of seeing people. The pupils are required to be perfectly clean; they have the use of the warm bath; their body and bed linen is frequently changed; the sleeping-rooms and school-rooms are very well ventilated;* their diet is simple, but healthy and ample; their hours of eating, study, exercise, and sleep, are regular; in short, every thing is done to promote health, though we have still to contend with almost insurmountable repugnance in the older ones, to taking sufficient exercise.

The system of intellectual education, adopted at the commencement of the Institution, has been assiduously and successfully followed during the past year, and we can now realize its happy effects. The upper classes of boys and girls are well versed in the grammar of the English language, in Geography, and Arithmetic. The first division is familiar with the principles of Natural Philosophy, embracing Astrono-

* A practice has been adopted in our Institution, which is followed by good effects; the pupils, when they rise, hang their bed-clothes upon wooden cranes; the windows and flues are opened, and the clothes hung in the fresh air for two hours. They then make up their own beds, and have their linen perfectly dry and fresh. This is far better than the common practice of letting the clothes lie in a heap, or of making up the bed while the clothes are still impregnated with the humid exhalations of the body.

my, with the outlines of Natural History, and have been exercised in composition. One section is thoroughly acquainted with Algebra, and is engaged in the study of Geometry. Another section can translate. and converse in the French language. All, except the very youngest of the pupils, have been taught to read, spell, cipher, and are rapidly acquiring the rudiments of common education. Many of them write a legible hand, and can correspond with their friends by mail.

When we say that many of our pupils are good scholars for their age, we do not mean merely that they are good in comparison with other blind children, but that they are quite equal in acquirements to boys and girls of their own age in our common schools and academies. But, as in common schools there are some bright and precocious minds, and some dull dunces, so with the blind, some are very intelligent and apt, others are very stupid and almost imbecile. In short, the experience of our school proves (if indeed any proof be needed) that the original capacity of the intellect is precisely the same in blind, as in seeing children. Their intellects, however, cannot be developed by the common modes of education, and it is to supply peculiar processes of instruction that our Institution is established.*

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* Cecity does not affect the intellect in any other way, than by depriving it of those external stimuli, and those artificial aids, which cause the development and activity of its various organs in the generality of mankind. If the same stimuli can be applied to the mind, through the medium of the other senses, and if the artificial aids, used in common education, can be supplied to the blind by other artificial means, the effect upon the intellect will be the same. Some of the perceptive faculties, indeed, can never be developed; for the stimulus of light, the variety of

We may consider music as a branch of intellectual education, and this has been taught with great zeal and success, by our Professor, Mr. J. Keller, who has, with great zeal, devoted his time and talents to the pupils.

Considering the occupation of organist, or teacher of the piano, as one of the most advantageous and desirable for a blind person, we have spared no reasonable expense in qualifying them for it. Besides an organ, the Institution is supplied with thirteen pianofortes, and these are kept in almost continual action, from six o'clock in the morning, until nine in the evening. The Logerian system has been adhered to, and our principal music-room, having five pianos, is occupied alternately by the different classes. Already do several of our pupils begin to perform upon the organ, and one year more of practice will enable some of them to officiate quite well as Church organists.

Vocal music has been much cultivated, and with great success; our pupils have given several public concerts which afforded entire satisfaction to the audiences.

It will be found that the pupils are able not merely to perform many difficult pieces, but that they are acquainted with the theory of music; that they have learned, not by rote, but scientifically.

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shade, the countless combination of colors, and all the ideas consequent to them, must ever be wanting. But, on the other hand, there is compensation in the superior activity and nicety of the senses of touch and hearing; there is more than compensation in the habit and consequent power of concentrating and directing the action of the mental faculties; and there is positive advantage in the greater activity and tenacity of memory.

Besides attending to their studies, and to music, the pupils are occupied four hours daily in handicraft work; some of them have become expert at making matresses and cushions, at weaving coarse mats, &c. It is desirable that all, even those destined for musicians and teachers, should be exercised at some handicraft work; for it not only conduces to health, but gives an activity, a command of the limbs, and freedom in motion, not to be attained by the blind in any other way. The girls are taught to sew, knit, braid, &c. and to do some housework; and it is advisable that all of them should be able to wash, iron, set tables, and to keep furniture in order.

It may seem strange to those who are not familiar with the subject, that so much can be learned by blind persons in so short a time; but, the truth is, with the advantages given them, many of our pupils learn faster in some branches than they would if they could see, and could attend common schools five or six hours per day. The blind study with more pleasure, and more intense application than seeing children; and they have much more retentive memories; but besides this, the following statement of the daily routine of study, music, and work, will show that they are kept diligently occupied.

At half past 5, A. M. the first bell rings.

At 6, all assemble at the chapel.

At 8, breakfast; the boys then walk out for exercise until 9, while the girls are busy at house work.

From 9 to 10, all attend school.

" 10 to 11, all assemble for singing.

Recess half an hour.

From half past 11 to 1, school.

" 1 to 2, P. M. dinner and recess.

" 2 to 6, all are at work—with a short recess for the younger ones.

" 6 to 7, supper and recess.

" 7 to 8, all assemble for singing.

" 8 to 9, reading, newspapers, and history.

At 9, they assemble for prayers, and then go to rest.

The children retire earlier.

Such is the routine of a day; (in winter as well as in summer, for the blind limit not their day by the rising and setting of the sun,) and although it may seem severe discipline, it is not found to be so in practice; for, by alternating study with music, and by frequent recesses, different faculties of the mind are called into operation in succession, and the pupils are not so much fatigued as if they were kept seated on school benches six hours, with but one intermission. In general terms, the pupils devote four hours daily to intellectual labor; four hours to vocal and instrumental music; four to recreation and eating; four to manual labor, and eight to sleep. Or if we consider music as intellectual labor, and work as physical labor, then they devote eight hours daily to intellectual education, eight to physical education, and eight to sleep.

The Institution has been in operation less than five years; many of our pupils have entered within two years; of course, it is not yet time to witness the full

effects of instruction upon them; but much has been done, and we feel gratified and happy, when we see the favorable change that has already taken place; when we see how intelligent, sprightly, and really elevated in mind they are, in comparison with what they once were, and in comparison with blind persons who have been neglected. If the Institution had done nothing more than impart so much knowledge, and consequently happiness, to its interesting inmates, as it has, we should feel that it had done much good. But more than this has been done; and every day's experience convinces us that the great object, that of qualifying the blind for usefulness and independence, will soon be attained. We believe that a large proportion of our pupils will be enabled to earn their own livelihood. Some of them, it is true, will be obliged to work at mechanical occupations, but even to them intellectual cultivation is of much importance.

The accounts of our workshop show that rather more than $1,000 net profit has been made during the past year.

Now when it is considered that over $300 have been paid to indigent blind pupils for their support; that most of the pupils are beginners, and consequently waste much stock; and that our shop is but little known to the public, it will be allowed that the prospect of future success is good.

Those pupils who were mentioned in the last year's Report, as having left the Institution, and set up in business for themselves, continue to prosper,

and support themselves, by a hard, but honest and honorable labor. Others will be qualified to leave the Institution during the current year, or be supplied with work from our shop, and will, doubtless, support themselves.

We would take this opportunity to endeavor to remove a mistaken impression which the public seem to labor under, viz., that the articles manufactured in the shop of the Institution, are dearer than can be bought elsewhere. It is believed that those who have purchased matresses, cushions, and entry mats, made at the Institution, have paid no more for them than they would have paid elsewhere, and have found the articles of the best stock, and good workmanship. We would invite purchasers to call and inspect the articles at the shop of the Institution. We would also ask for our pupils a share of public patronage in the business of tuning piano fortes. Some of them can tune in the best style. They will wait upon customers at any part of the city, or the neighboring towns. Piano fortes will be kept in order by the year, at a reasonable rate, and the work warranted to give satisfaction to competent judges.

For the financial condition of the Institution, we would refer to the Report of our Treasurer, R. D. Tucker, Esq. It has been necessary to expend a larger sum the past year, than will be sufficient to cover the usual current expenses of the Institution. The expenses, however, were partly for permanent alterations and fixtures, the advantages of which will remain. The annual expenses may, in future, be

much less; but it will be perceived from the small amount of capital remaining, that the permanence of the Institution must depend upon the continuance of the Legislative bounty.

We have been aware, while encroaching so much as we have done upon the capital, that we might be considered by some, as wanting in economy; but, so positive and apparent have been the happy effects of the Institution upon its inmates, so clear and certain did its future beneficial operation appear, that we did not think it necessary to go on with the cautious and slow trial generally necessary in new establishments, but endeavored at once to extend its benefits to a large class. We have never allowed ourselves to suppose, for a moment, that the generous inhabitants of New-England would suffer their blind to remain in intellectual darkness, after it had been satisfactorily demonstrated that they could be enlightened and made happy. We have endeavored to build up an Institution equal, if not superior, in the advantages it offers its pupils, to the oldest and most renowned of the great European capitals; we believe we have succeeded; and we believe, too, that there is as good guaranty for its continuance and prosperity in the free and hearty support of a New-England community, as those of Paris and Vienna have, in the munificence of Royalty. We have ever endeavored, however, to be strictly economical; we have lavished nothing on show and parade; but, we have thought that the best system was the most truly economical, and when a question has occurred as to

the adoption of one of two methods of procedure, we have asked, not which is cheapest, but which is best, and most for the true interest of our pupils. Nor have we confined our efforts to the blind of our own section of country; we have endeavored to extend the knowledge and benefits of the system of educating them, as widely as possible. With the excellent institutions growing up in New-York and Philadelphia, we have been on the best terms; and so common has been the cause, that, at the present time, a blind person, a pupil educated here, is acting as teacher in one of them, to supply a temporary vacancy.

With the same view to general usefulness, we were happy to have our Director accept the invitation of a Committee of the Legislature of Ohio, and visit that State with three of our pupils. The result of that visit, and an exhibition of the acquirements of the children to the Legislature, and the most influential persons in the State, was very satisfactory. It was ascertained that there were five hundred blind in that State, and about sixty of them at a proper age for instruction; and such was the interest excited, and so thorough the conviction of the possibility of educating the blind, that we have every reason to suppose that an Institution, similar to our own, will be organized there in a very short time.

The Director also visited Washington, and called the attention of members of Congress to the subject. Much interest was manifested there; most of the members satisfied themselves by personal examina-

tion of our pupils, that the blind have a great capacity for instruction, and, of course, they will endeavor to secure its benefits to that class, in their respective sections of the country. Measures were taken by the Director to enlist the feelings of Congress in favor of a plan for printing a library for the blind, at the national expense; and, whether these measures shall result in any direct benefit or not, we believe that their good effects will be felt at some period or other, by the blind in every part of the Union.

It has been mentioned in all the former Reports of this Institution, that the principal obstacle to the easy and cheap instruction of the blind, was the want of books in raised letters. This obstacle still remains, though we are happy to say that much has been done during the past year to diminish it. It has been demonstrated by hundreds of blind children, that they can read with ease, pleasure, and profit, the books printed for their use; they have read all that has been printed for them, and they eagerly ask for more: and we regret that the state of the funds of our Institution, will not allow us to appropriate any sum from the Treasury for the purpose of printing. Indeed, it can hardly be expected that one Institution should go to the great expense of getting up an edition of a book, of which its own pupils would not need more than one hundred copies. This difficulty has been felt in all countries, since the first invention of the art of embossing books, and to such a degree, as to render it comparatively useless. In France the difficulty has been par-

tially overcome, by the liberality of the Government, and several works have been printed. But in England, it has and still does exist; various efforts have been made there, but only one of the Evangelists, and some small tracts have been published. Much more has been done in this country; our Director has been indefatigable in his efforts to forward an enterprise which concerns not only the blind of our own school, but of the whole country. By introducing a new alphabet, and various improvements in printing, he ascertained that books might be printed at one fourth the cost and size of those of Europe, and then proposed to print a series of books for the blind of the United States generally. The enterprise was entirely his own, and all that has been done, he has effected without any assistance from our treasury. He has raised funds to carry on the printing office, from various sources, some of which should be mentioned; such as the generous subscription of the merchants of New-York, amounting to $3,300, included in which, are the donations of Gerrett Smith, of $600, and of William Butler, of $300. John C. Gray, also, of this City, has given $300, for the purpose of printing an edition of maps and statistical tables of the United States.

During the past year, an edition of the entire New Testament has been printed, in a beautiful and durable manner, which is by far the largest and most important work ever printed for the blind. It can be done up in two volumes, which are but little bulkier

than the English edition of St. John's Gospel, the only part of the Holy Scriptures published there.

The following extract of a letter, lately received from a young lady in New-Orleans, who is totally blind, and who was a pupil of our Institution for a considerable period, will show how the blind appreciate books. The letter was in her own hand writing, and doubtless of her own composition, for she was one of the best scholars, and composed well.

"New-Orleans, Dec. 18, 1836.

Dear Sir: Accept my grateful acknowledgments for your kind letter, and the beautiful specimen of maps which I have just received. * * * I anticipate many hours of interesting study, when the Atlas and Geography are completed. I have also obtained the New Testament; what a treasure to the blind! the beauty of its execution surprises every one, and I am able to read its divine precepts with facility. Oh! may they teach me to realize the mercy that has sent benevolence, energy, and talent, to our aid. Truly your efforts thus far, are crowned with abundant success. I rejoice in the prosperity of the school; with such care and encouragement, it must prosper. I remember the time I passed there with gratitude, and consider it one of the most interesting periods of my life. I wish I could have remained longer, but feel persuaded that what I have already acquired, will prove a lasting benefit. Since my return I have studied Philosophy, and am now

delightfully engaged in Astronomy. I am instructing my sister's little girl, and have reason to be gratified with her improvement."

The Atlas and Geography referred to, have been finished; the Atlas is upon an original plan, and is believed to be the first attempt ever made to give to the blind maps in the form of a book. All those imported from Europe, are on boards, and made by an expensive and tedious process, by hand. A map of Massachusetts, for example, executed in the European manner, would be on a heavy board, would show but very few places, and cost five dollars. Moreover, it could not be understood by a blind person, without the assistance of a seeing person. But executed on the plan invented by Dr. Howe, it would show many more places, cost less than six pence, and be perfectly intelligible to a blind person, unassisted by a seeing one. The Geography, (which was written by the Director, expressly for the blind,) contains as full account of all the different countries upon the globe, as is found in small school geographies. Heretofore, the method of teaching geography, to the blind, has been by oral lectures, and by a seeing person naming the different countries and places which the pupil felt upon the map. But now, a class can take their geographies, study a lesson, and then recite precisely as seeing children; while, by aid of the new Atlas, which has the names of the places stamped upon it, and statistical tables in the margin, they

get an idea of the outline and shape of countries, the courses of rivers, &c.*

Besides these works, there have been printed an edition of diagrams for illustrating problems, in mechanics, and different parts of natural philosophy; an edition of Bunyan's Pilgrim's Progress, and of the Harvey Boys, a small tract presented in this form to the blind, by the American Sunday School Union.

Thus some progress has been made towards a library for the blind; other institutions in the country have been supplied with copies, and more works are now in press. But the fund raised is not sufficient to complete the great work of providing a series of books on history, grammar, mathematics, music, &c.; and we again solicit the countenance and aid of the influential and charitable, to a plan which concerns not our Institution alone, but the blind of the whole country.

Application has been made to Congress to take up the subject as one of national duty, and to have an appropriation made from the Treasury, sufficient to supply the blind of the whole country with elementary books. The fate of this application is not known; but whether successful or not, we recommend the subject to the consideration of the charitable. Providence has so far crowned the efforts of human

* Those who are practically acquainted with the method of teaching the blind, and the apparatus used in Europe, will perceive the importance of this invention of an Atlas. It may be considered as an interesting epoch in the history of the education of the blind. The first maps printed in this way were not well executed, and when tried in the European Institutions, could not be understood except by the most forward pupils, but those executed since, are so clear and distinct, that no difficulty remains for any blind who can read.

ingenuity, and a way is pointed out by which intellectual light and happiness may be conferred upon the blind; and it would not become a humane and highly prospered people, to allow them to remain longer in intellectual darkness. We know of no object which recommends itself more strongly to the humane; and when it is considered that a single, wealthy individual, or an association, may select a book, and for a few hundred dollars, print an edition which shall gladden and enlighten so many of their fellow-beings, who are cut off forever from the enjoyments of sight, we cannot but hope they will do so. An erroneous impression has gone abroad that our Institution is rich. But so far is this from being the case, that, although for the sake of our own pupils, and for the sake of all the blind, who know the English language, we ardently desire the multiplication of books,—we do not feel authorised to appropriate our scanty funds for the purpose; and, unless Dr. Howe's plan of getting up a select library for the blind, can be effected by other means, it must fail. We, however, recommend it most earnestly, to the notice of the humane; and we assure them, that not only shall all contributions for that specific purpose, be applied to it, and not merged in the general fund of the Institution, but we will direct their faithful and economical applications.

THE TRUSTEES.

At an adjourned meeting of the Corporation, held January 19, 1837, JONATHAN PHILLIPS in the Chair, the above Report of the Trustees was read and accepted.

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INSTITUTION.

SAMUEL G. HOWE, *Director.*

JOSEPH A. KELLER, *Teacher of Music.*
C. MORRILL,* *Assistant do.*
J. WARREN, *Teacher of English Branches.*
A. PARK,* *Assistant do.*
J. KENDALL, *Overseer of Work Department.*
MRS. SMITH, *Matron.*
SARAH PILLSBURY, *Teacher—Girls' Department.*

* Blind persons educated at the Institution.

SIXTH

ANNUAL REPORT

OF THE

TRUSTEES OF THE

NEW-ENGLAND INSTITUTION

FOR THE

EDUCATION OF THE BLIND,

TO THE

CORPORATION.

BOSTON:
PRINTED BY HENRY P. LEWIS.
1838.

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ROBERT C. WINTHROP.

ANNUAL REPORT.

TO THE CORPORATORS OF THE NEW-ENGLAND INSTITUTION FOR THE EDUCATION OF THE BLIND.

Gentlemen,

We have the honor to submit the following Report of the state of the Institution under our charge for the year 1837.

The number of pupils in January last was sixty: of those ten have been discharged, and one has died, while fourteen new ones have been admitted; so that the number is now sixty-three.

Though we have to lament the death of but one pupil, during the last two years, the lot could hardly have fallen upon one more amiable and interesting than Martha Granger, a young lady of Rochester, New-York, aged eighteen, who died at the Institution in March last.* With this exception, the pupils generally have been healthy.

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* Miss Granger, endowed with great natural advantages, was stricken blind when just commencing an education, which her talents and industry promised to make very ornamental and useful. For a long time she drooped in silent but uncomplaining sorrow, when the news that a school was in operation where she could, although blind, attain an useful and even accomplished education, revived hope and promised happiness. She came here attended by a fond mother, and finding that the opportunities for acquiring knowledge had not been overrated, she

The division and employment of time, described in the preceding Annual Reports, has been steadily followed: that is, the pupils devote four hours daily to intellectual studies; four hours to the study of music; four hours to handicraft work; the rest of the time to recreation, meals, and sleep. It is a principle to have frequent short recesses; to change the subject of study often, and to call into operation the different faculties in succession; in this way, and by the habit of commencing at half past six o'clock, an hour and a half before breakfast, the pupils get through with much intellectual and physical exercise in the course of each day, without fatigue. Certain it is, that if they had it at their option to lessen the time of occupation, they would not do so; although they might like to devote the hours of manual labor to intellectual labor and to music.

The same course of studies, as described in the last year's Report, has been pursued. The first class of each sex have made considerable proficiency in the study of Natural and Moral Philosophy, History, Algebra, Astronomy, &c.

Of those who were pupils in January last, thirty-one can write legibly, and twenty-five can and do

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resolved to forego for a while the consolations of home and friends, and even the attentions of her parent, who was obliged to return and leave her with strangers. She made rapid progress in her studies and in music, and learned to write legible and interesting letters to her friends, with her own hand; when, apparently in the best health, she sickened, a brain fever followed, and she died. But she died not in the midst of the stranger; and her relatives have the satisfaction of knowing that, by her amiable and interesting manners, she had already secured many warm friends, who watched over her anxiously and unceasingly to the last, and followed her, weeping, to the grave.

correspond with their friends by letter. As a whole, we think we may safely say there are few schools for seeing children, where the inmates have made greater progress in knowledge than our blind pupils; so completely is their disadvantage counteracted by their superior attention, their increased desire for intellectual exercise, and the peculiar methods adopted for their instruction.

In the department of vocal and instrumental music much progress has been made by the pupils generally, and some of them have become good vocalists and performers upon the piano forte and organ.

We believe it will be found that they are well acquainted with the principles and rules of the science, as great care has been taken to prevent their learning by mere rote.

But we should deem our system very imperfect if the intellect alone were cultivated and stocked with knowledge of mere things. The moral and religious nature is also developed; and the pupils, instructed as they are in the principles of natural religion and morality, and recognising the existence of a Benevolent God every where and in every thing, can read his Revealed Word understandingly. But while we endeavor to impart to them a knowledge of the principles of Christianity, we avoid giving any sectarian bias.

In the mechanical department, the older male pupils have acquired considerable dexterity and skill in the trades which are taught. These are, however, of the simplest kinds; because it is found, that al-

though a blind person, having a natural inclination and aptitude for mechanics, may be taught to execute very intricate and ingenious work; yet he executes it at a very great expense of time and labor. Nothing but the principle of the division of labor, carried out to its minutiæ, can enable the blind to compete with seeing workmen; for in trade he cannot and should not expect charity; as the purchaser inquires only *how* his article is made, and not by whom.

Weaving mats, rugs, and carpets, and making mattresses and cushions, have been the principal occupations in the boys' department; sewing, netting, braiding, &c. in the girls' school.

Though the season has been unfavorable to business, yet there have been manufactured in the shop one hundred mattresses, eighty cushions, sixty feet of rugs, fifteen hundred feet of mats, and two hundred and twenty-five fancy baskets. The sewing, for the mattresses and cushions, has been done by the girls, and the heckeling, dressing, and spinning the hemp for the mats by the boys. Besides this, more than a hundred old mattresses have been sent in by different families, to be dressed over, cleansed, and made up anew.

The accounts show a balance of $241 70 in favor of the shop. It should be observed, however, that of the sum paid for labor, $311 has been to blind persons, who had learned their trade and were at work on their own account. Also, that several hundred feet of mats have been sold in the shop, on account, for blind persons formerly connected with the Institu-

tion, but who have now set up for themselves in the country. It is a rule to give to such persons the whole profit on the sale of their goods; making the shop merely a place of *deposite.*

It was never supposed, and indeed it is hardly desirable, that the shop should be a source of much revenue to the Institution; the waste of stock, destruction of tools, and loss of time by beginners, are great drawbacks to the profits of the establishment; besides, just as the pupils become expert, and their work begins to be profitable, they prepare to leave the shop, which, like a strainer, retains only the less valuable parts.

It is, however, an indispensable appendage to the establishment, and to the system of instruction, and may be considered as the school-room for physical education.

We have to regret that the funds of the Institution will not allow us to erect a spacious and convenient work-shop, which would serve, also, as a gymnasium in bad weather.

We remarked that ten pupils had been discharged during the past year; and we are happy to add that all of them left under circumstances creditable to themselves,and much benefitted by the instruction they had received. One of them, A. W. Penniman, was employed by the Trustees of the new Institution in the state of Ohio, to commence and direct their school, and he is now thus employed both respectably and profitably to himself. Charles Morrill, one of our earliest pupils, had become such a proficient in the science of

vocal music, that he readily found employment as a teacher, and is now so employed in the Academy at Derry, N. H. He has large classes of seeing children under his charge, and succeeds well. His knowledge of the organ and of tuning piano fortes afford him additional means of obtaining a livelihood. Three of the others, who had attended chiefly to mechanical employments, have commenced work in their native towns, and with the capacity and the prospect of being able, by industry and perseverance, to obtain their own livelihood.

Of the females, one only is required by her situation to depend entirely upon her own efforts for a livelihood, and it is confidently hoped she will be able to do so.

But of the improvement and elevation of character, intellectually and morally, it would be difficult to give an idea, except to those who knew the individuals, before and after they were members of the Institution. They have acquired a knowledge of all common branches of instruction; most of them can read easily, and write legibly, and delight in so doing; they all know themselves better, and understand better their relations with the world; they know their own capacities, and their awakened self-respect and self-confidence, will stimulate them to pass those years in active and pleasant industry, which might have been passed away in repining inactivity.

There will be found appended to this Report, some extracts of letters from pupils who have left; some specimens of the composition of others; and we

would merely remark, that they were written with their own hands and unaided by seeing persons. The feelings and the intelligence therein manifested, are such comments upon the workings of the system, as an intelligent community will not fail to observe.

It is expected that several pupils will be discharged during the ensuing year; but as other applications have been made for admission, the number will probably be rather increased than diminished.

Among the pupils who have entered during the last year, is one whose situation makes her an object of peculiar interest and lively sympathy; Laura Bridgman, a very pretty, intelligent, and sprightly girl, of eight years, is entirely blind, deaf, dumb, and almost entirely deprived of smell,* and has been so since her infancy. Here is a human soul shut up in a dark and silent cell; all the avenues to it are closed, except that of touch, and it would seem that it must be but a blank; nevertheless it is active, and struggling continually not only to put itself in communication with things without, but to manifest what is going on within itself. The child is constantly active; she runs about the house, and up and down stairs; she frolics with the other children, or plays with her toys; she dresses and undresses herself with great quickness and precision, and behaves with propriety at the table and every where; she knows every inmate of the house by the touch, and is very affec-

* For all purposes of use she is without smell, and takes no notice of the odour of a rose, or the smell of cologne water, when held quite near her, though acrid and pungent odours seem to affect the olfactory nerve.

tionate to them. She can sew, and knit, and braid, and is quite as active and expert as any of the rest of the children. But all this, interesting as it is, is nothing compared to the mental phenomena, which she presents; she has a quick sense of propriety; a sense of property; a love of approbation; a desire to appear neatly and smoothly dressed, and to make others notice that she is so; a strong tendency to imitation, insomuch that she will sit and hold a book steadily before her face in imitation of persons reading. It is difficult to say whether she has any sense of right and wrong disconnected with the feeling that such an action will be reproved, and such an one approved by those about her, but certain it is, she will retain nothing belonging to another; she will not eat an apple or piece of cake which she may find, unless signs are made that she may do so. She has an evident pleasure in playfully teasing or puzzling others. The different states of her mind are clearly marked upon her countenance, which varies with hope and fear, pleasure and pain, self-approbation and regret; and which, when she is trying to study out anything, assumes an expression of intense attention and thought.

It was considered doubtful when she came whether it would be possible to teach her any regular system of signs by which she could express her thoughts or understand those of others; it was deemed highly desirable, however, to make the experiment, and thus far it has been successful. Common articles, such as a knife, a spoon, a book, &c. were first taken, and

labelled with their names in raised letters; she was made to feel carefully of the article with the name pasted upon it; then the name was given her on another piece of paper, and she quickly learned to associate it with the thing. Then the name of the thing being given on a separate label, she was required to select the thing from a number of other articles, or to find the article; for instance, the word key was given her, on a bit of paper in raised letters; she would at once feel for a key on the table, and, not finding it, would rise and grope her way to the door, and place the paper upon the key with an expression of peculiar gratification. Thus far no attention was paid to the component letters of the word; the next step was to ascertain the correctness of her notion, by giving her metal types with the separate letters on their ends; these she soon learned to arrange and to spell the word; for instance, the teacher would touch the child's ear, or put her hand on a book, then to the letters, and she would instantly begin to select the types and to set them in order in a little frame used for the purpose, and when she had spelt the word correctly, she would show her satisfaction and assure her teacher that she understood, by taking all the letters of the word and putting them to her ear, or on the book.

She then learned the arrangement of the letters in the alphabet, and is now occupied in increasing her vocabulary of words. Having learned the alphabet and the arrangement of letters into words, which she associated with things, she was next taught the

manual alphabet, as used by the deaf mutes, and it is a subject of delight and wonder to see how rapidly, correctly, and eagerly she goes on with her labors. Her teacher gives her a new object, for instance a pencil, first lets her examine it, and get an idea of its use, then teaches her how to spell it by making the signs for the letters with her own fingers; the child grasps her hand, and feels of her fingers, as the different letters are formed—she turns her head a little one side, like a person listening closely—her lips are apart—she seems scarcely to breathe—and her countenance, at first anxious, gradually changes to a smile, as she comprehends the lesson. She then holds up her little fingers and spells the word in the manual alphabet; next takes her types and arranges her letters, and last, to make sure that she is right, she takes the whole of the types composing the word, and places them upon or in contact with the pencil, or whatever the object may be.

The process of teaching her is of course slow and tedious; the different steps to it must be suggested by her successive attainments, for there are no precedents to go by;* but thus far the results have been most gratifying. She has not yet been long enough under instruction (four months only) to have got be-

* Julia Brace, the deaf, dumb, and blind girl, in the Institution for the Deaf Mutes, at Hartford, did not succeed in attaining a knowledge of the written signs significative of objects. Julia possessed her senses until the age of four years, and she is aided by a sense of smell, sharpened by practice, to the acuteness of the vulture, while Laura has it so imperfectly as that she may be said to be without smell. James Mitchell, whose case is noticed by Dugald Stewart and other philosophers, did not learn any system of arbitrary signs, nor is there any case on record of a person deprived of sight and hearing succeeding in doing so.

yond the names of substances; the more difficult task of giving her a knowledge of names, expressive of qualities, feelings, &c. remains yet to be accomplished. No sure prognostic can be made, but much is to be hoped from the intelligence of the child, and the eager delight with which she lends all her attention, and the strong effort she evidently makes to gain new ideas; not from fear of punishment, or hope of reward, but from the pleasure which the exercise of the faculties confers upon her. No pains or expense will be spared in efforts to develop the moral and intellectual nature of this interesting child, and no opportunity lost, of gathering for science whatever mental phenomena her singular case may furnish.*

For a statement of the financial affairs of the Institution, we refer you to the accompanying Report of the Treasurer.

The funds of the Institution it will be seen, are so small, that it is left mainly dependent upon the liberality of the Legislature of the State of Massachusetts. It is with confidence of the continuance of that liberality, that we have extended the benefits of the Institution to many more indigent blind than we are required to support by the conditions of the grant. We hope, too, that, with the return of commercial prosperity, its strong claims upon the rich and benevolent will not be forgotten.

There is one subject which calls most urgently for attention, and we would press its claims more

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* A further notice of the case will be found detailed in a note at the end of this Report.

strongly, for it has in view the intellectual wants not only of our own blind, but those of the whole community; we mean that of printing. During the last year, as during the two preceding ones, our press has been at work constantly; among other works an outline of history, ancient and modern, in three volumes, has been finished. This is by far the largest work for the blind, ever executed in any country. Besides this, a complete edition of the Book of Psalms of the Old Testament, has been printed by our press for the British and Foreign Bible Soiety, which, with great liberality, paid the expenses of the edition, [$750,] that the blind of both countries might have the benefit of possessing this portion of sacred scripture. The Society will please to accept our public and sincere thanks for their aid to this noble cause. Besides this, other flattering testimonials of the worth of our books have been received in the shape of orders from England, Ireland, and Holland, for copies of the books printed here. Our printing establishment is now in perfect order, and is well supplied with extensive and costly apparatus; but in the full tide of success the press is about to stop for want of funds to keep it going. It is some satisfaction to know that the Institution in Philadelphia, for which our foreman, Mr. Ruggles, has just built and set up a press, similar to one he has so ingeniously contrived for our office, can continue the work of printing for the blind, and it is to be hoped will do so; but it is highly desirable that our press should go on, and we earnestly call on the benevolent for aid. The blind want books of all

kinds, religious, moral, and scientific, as well as works of diversion ; and it is in the power of any rich man to gladden the heart of many a poor blind person, and to lighten many an hour of his life-long night, by putting into his hands some compact book on morals, statistics, science, or belles-lettres, an edition of which may be printed for $500.

Our Institution has not been entirely forgotten by the charitable, during the past year, as you will perceive by the Report of our Treasurer ; a donation of $400 has been made by Miss Greene ; of $340 by J. Preston ; of $20 by Mr. Barton ; of $20 by Mr. Picard of Havana, and some others. The donation of Mr. Preston, was for the purpose of supplying the Institution with a globe, which is now finished, and in the most beautiful and durable manner. It is thirteen feet in ~~diameter~~, and composed of seven-hun- circumfe
dred cross pieces of wood, arranged in such a way that the only effect of contraction is to flatten the poles. The land is raised by a composition of emery firmly imbedded into the wood ; the boundaries of countries, rivers, towns, &c. have a very natural appearance ; the wooden horizon is supplied with all the usual signs of the Zodiac, figures, &c. and by means of moveable meridian lines, the usual astronomical problems may be solved. We believe this is the most perfect article of the kind in the world, and we feel under great obligations to Mr. Preston, for his liberal and appropriate donation.

With regard to the inventory of the real and personal estate of the Institution, which it is our duty to

submit, we have to observe, that of the first no change has been made since the last Report.

The inventory of personal estate added to the property of the Institution, cannot be accurately made out except by a separation of the items in the shop accounts, from its general account. We think a clearer view may be given as follows:—

Account of stock, tools, &c. Jan. 1, 1837,	$1912	50
" " " " " 1838,	2497	08
Shewing an increase of - - -	584	58

The inventory, then, of personal property will be as follows: for the items see inventories.

Value of stock, tools, and manufactured articles in shop, - - - -	$2497	08
Inventory of articles made last year, of pianofortes, organs, books, &c. in all -	4236	10
Value of tools and permanent articles bought in 1837, - - - -	135	00
Making total value of personal property,	$6868	18

No accurate estimate can be made of the value of the embossed books, for the funds by which some of them were printed, were given with the understanding that the books should be gratuitously distributed.

We cannot terminate this Report, without expressing our obligations to Dr. Howe for his constant exertions and successful efforts in promoting the objects of the Institution. It is by his talents and philanthropic labors, that the blind have been provided

with a series of valuable books, and it is but just to this gentleman to say, that to his exertions, more than any other cause, under Providence, are to be referred the present prosperous condition of our Institution.

We take pleasure, also, in stating that the other instructors and persons employed in the management of the Institution, have discharged their various duties in the most satisfactory manner.

All of which is respectfully submitted.

January 8, 1838.

At a meeting of the Corporation, held this day, Aaron Baldwin in the chair, the above Report of the Trustees was read, accepted, and ordered to be printed.

SAMUEL G. HOWE.

APPENDIX.

The biography of a child may furnish much to "point a moral," though it may not serve to "adorn a tale;" and there is in the simple story of the past sufferings and present dreary isolation of Laura Bridgman much to interest and instruct.

She was born of intelligent and respectable parents, in Hanover, N. H. When a mere infant, she was subject to very painful and dangerous "fits," the nature of which do not seem to have been well understood. Until twenty months old, though a pretty and interesting child, she was weak and fragile—a breath would have blown out the flame; but at that age she began to rally; her health seemed firmly established; her mental faculties rapidly developed themselves, and when she attained her second year she was more intelligent and sprightly than common children; she could already prattle some words, and had mastered the difference between A and B. But in a month after her sky was again overcast; she sickened and came near unto death; the disease, however, seemed to be baffled within, and to have fastened upon the external organs of sense, and in five weeks it was perceived that her sight and hearing were forever destroyed. During seven weeks of pain and fever she tasted not a morsel of food; for five months was she obliged to be kept in a darkened room; it was a year before she could walk unsup-

ported, and two years before she could sit up all day. She was now four years old, and as her health and strength began to be established, she learned to go about the house and manifested a desire to be employed; not by her looks, for she was blind—not by words, for she was dumb. She could, it is true, for a time pronounce the few words she had before learned; but not hearing *the sound of her own voice*, she soon lost the command of her articulation—the sound answered not to the thought—the will lost command of the tongue—and the last articulate word she was ever heard to utter was, "book!" But she was not only deaf, and dumb, and blind, her isolation was still more complete—the sense of smell was so blunted as to be entirely useless, and only affected by pungent odours; of course, half the pleasure of taste was gone, and she manifested indifference about the flavor of food.

It would seem that in this total darkness—this dreary stillness—this isolation from all communication with kindred spirits, the immaterial mind must have remained in infantile imbecility, while the body grew in stature and strength, or have attained a perception of its loneliness, only to pine and die at the discovery. But not so; every day she became more active and more cheerful; and she is now (as far as the closest scrutiny can ascertain the state of her mind) not only unrepining, but contented and happy. The sense of touch alone remains, and the sight of this unfortunate girl fills one with admiration, not only of the perfectibility of the senses, but of the wonderful power of the mind to adopt its operations to any circumstances of its bodily tenement—to put itself in relation with external things, and to obtain its own stimuli and manifest its own emotions through the most imperfect media.

There is the strongest evidence of a thirst for knowledge—of an internal, intellectual want which can be gratified only by a new idea. Her greatest pleasure is to learn a new stitch,

—a new way of knitting or braiding—a new word—or to discover the application and use of any new thing; and her eagerness to learn is only equalled by the quickness of perception which she manifests.

There is strong hope that if her life be spared, the patient and persevering efforts of the humane, aided by the ingenuity and councils of the wise, will succeed in throwing much light into her dreary prison, and be rewarded not only by the satisfaction of imparting happiness, but by new views of the operations of mind.

Extract from an autograph letter from A. W. Penniman, a former pupil of this Institution, and now principal teacher in the new Institution established by the state of Ohio at Columbus :—

Institution for the Instruction of the Blind,
Columbus, February 8, 1838.

Dr. Howe,

I respectfully submit the following communication, hoping to gratify that natural interest which you must feel for our Institution, as it received such signal aid in its origin, from your personal agency and enterprise, and has since been confided to my care through your influence ; these concurring circumstances render it kindred to the New-England Institution, which must inspire you with interest for its prosperity, and my success.

I am happy to say that the Board of Trustees appear entirely satisfied with my efforts ; and the members of the Legislature, with scores of other visiters which throng us daily, express their satisfaction with the progress of my pupils ; almost all having the frankness to say, that seeing children in general would not learn so fast ; which encouragement, added to my own consciousness, serve to inspire me with confidence and vigorous hope for the increasing prosperity of my charge.

We have three girls and six boys ; two of whom possess superior minds ; one in particular, is remarkable for his acute perception, his logical inferences from observation, as also for his ceaseless inquiry after knowledge.

In intellectual vigor he equals any ; and in patient, persevering application to his books, he surpasses all that I have ever seen. By unremitting study he has already become a

proficient reader. He has read all the books which you sent him, and eagerly inquires when we shall have more. He delights to read Sabbath School books ; but to all he prefers the Testament, which he reads with an earnest inquiry after the truth, that well becomes his zeal for knowledge.

A friend of mine, a physician from Germany, with whom I was conversing on the subject of Phrenology, remarked that this boy's head was the living representative of Melancthon. But a rap at my door—enters this very boy, Aaron Rose—"I am writing"—"excuse me, sir, I will retire," says he.

"But what shall I say to Dr. Howe?"

"Tell him," he replies, "that I love to read very much, and thank him for the books he has sent ; and ask him to please send us the Psalms and History as soon as he can."

"Ask him to print all the Bible and send it to me ; for it is a good book and I want to know all about it." Jumping up and clapping his hands, he said, "Oh ! yes, I wish he would send it ; then I should be so glad that I should not want to go to sleep till I knew all about it."

By the above you will see with what pleasure he is ever ready to improve his time and talents. I wish you could witness his untiring zeal and ambition, which is without parallel. I am sure it would be a feast of gladness that would give a soul to enthusiasm—energy to enterprise—and alacrity to the feet of benevolence.

Abstract from Treasurer's Report.

NEW-ENGLAND INSTITUTION FOR THE EDUCATION OF THE BLIND.

Dr.

Jan. 1, 1838.	To amount paid audited bills for the following items:	
During the year 1837.	For boarding the pupils, fuel, domestics, and household expenses,	$6,868 00
	Repairs and additions to buildings,	619 29
	Musical instruments, music, &c.	139 61
	Salaries to Instructors and Director,	4,425 00
	Clothing indigent pupil,	63 21
	Work on a globe,	200 00
	Books, stationary, insurance, and advertising,	271 15
	For an out boarder,	148 00
	For the printing department,	4,870 78
		17,605 04
	Carried to new account,	13,280 87
		$30,885 91

Cr.

Jan. 1, 1837,	By amount of funds in Treasury,	$10,678 06
Jan. 8, 1838,	By amount received during the past year, as follows:	
	Received of States of Massachusetts, New-Hampshire, Maine, Vermont, and Connecticut, for board of pupils,	13,146 95
	In aid of printing fund,	4,340 87
	From pay pupils,	754 68
	From concerts by the pupils, tuning pianos, &c.	719 84
	Sundry donations,	646 00
	Interest money,	599 51
		$30,885 91

The amount both of the Dr. and Cr. side of the account, is larger than the average annual expenses and receipts on account of the inclusion of items of last year's accounts.

All bills are examined first by the Director, and by him submitted to the Auditors of Accounts, (two of the Trustees,) and, if approved and signed by them, are paid by the Treasurer.

Among the receipts to the printing fund are, $998 52 from the American Tract Society; $2193 from Nath'l Littlefield, Treasurer of a New-York Committee; $781 66 from the British and Foreign Bible Society, for printing an edition of the Book of Psalms; $160 from the American Sunday School Union.

The printing fund is independent of the general fund; it has been raised by the personal efforts of our Director; but not choosing to have the responsibility of keeping it, he has, in all instances, paid over the sum collected to the Treasurer; and all bills paid for printing have been regularly audited. Many books printed at the expense of this fund have been gratuitously distributed to other institutions, and to individuals in various parts of the country.

ADDITIONAL BY-LAWS,

PASSED FEBRUARY, 1838.

Whereas, This Institution was intended solely to be a school for the instruction and education of young blind persons, and not to be a permanent asylum or place of refuge for such unfortunates as mental or physical infirmity must make ever dependent: and as the system of instruction and the discipline of children is not applicable to adults: and as there is danger of admission of persons who have formed idle or vicious habits into the circle of pure-minded children: and whereas, the experience of the best European Institutions concur with our own in showing the evils of the admission of adults: therefore,

Resolved, That hereafter no blind person be admitted as a pupil to the school of this Institution, who is over fifteen years of age, without an express vote of the Trustees, after mature inquiry into his or her case.

Resolved, That as cases often occur where a person is suddenly deprived of sight, and may be much benefitted by instruction in some handicraft work, such persons may be admitted to the work department of the institution, provided that the Trustees, after mature inquiry into the case, shall, by an express vote, so admit them.

SEVENTH

ANNUAL REPORT

OF THE

TRUSTEES OF THE

NEW-ENGLAND INSTITUTION

FOR THE

EDUCATION OF THE BLIND,

TO THE

CORPORATION.

BOSTON:

PRINTED BY HENRY P. LEWIS.

1839.

OFFICERS

OF THE

CORPORATION, FOR 1839.

PRESIDENT.

SAMUEL APPLETON.

VICE-PRESIDENT.

THOMAS H. PERKINS.

TREASURER.

RICHARD D. TUCKER.

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SAMUEL P. LOUD,
HORACE MANN,
SAMUEL MAY,
JAMES K. MILLS,
WILLIAM H. PRESCOTT,
ROBERT RANTOUL,
ROBERT C. WINTHROP.

ANNUAL REPORT.

TO THE CORPORATORS OF THE NEW-ENGLAND INSTITUTION FOR THE EDUCATION OF THE BLIND.

Gentlemen,

We have the honor to submit the following Report of the Institution under our charge for the year 1838. The number of pupils in January, 1838, was sixty-three: of this number five have left, while seven new ones have been admitted; so that the total number is now sixty-five. There has been no death among them, nor even a case of severe illness; and for exemption from these, as well as from other calamities, we would express our gratitude to the great Giver of all good.

The system of education adopted at the commencement of the Institution, has been followed during the past year, and with gratifying results. That system having been explained in previous Reports, we need only allude now to its general features. The moral, intellectual, and physical nature of the pupils is developed by a division of their time, and a variety in their occupations, which calls each into daily exercise. Four hours are

devoted to intellectual pursuits, four hours to music, four to mechanical labor, four to recreation and play, and eight to sleep.

With regard to intellectual education, our principle has been, that the mind has an appetite for knowledge, as the body has for food; and that the exercise of any of the mental faculties in the acquisition of knowledge, is accompanied and rewarded by vivid pleasure. This pleasure nature has made so strong as to be a sufficient inducement to the exercise of the intellect: the child seeks knowledge for the gratification it brings; and the object of teaching should be, to present to each and all the mental faculties opportunities for action, and objects upon which to act, at the appropriate time. Every child finds delight in the exercise of his perceptive faculties, and never tires of learning new facts and new things. It is only when he is called upon to study words that he cannot understand, and to exercise powers of reasoning and abstraction which are as yet undeveloped, that he turns from books and school to observe and learn for himself, the things which nature presents to his senses.

This principle, we have found, can be surely relied upon in our school; and trusting to it, we need none of the stimuli which are by some supposed necessary. We have no corporal punishments, no prizes, no taking precedence in classes, no degrations. Emulation there is, and will be; nature provides for this in the self-esteem of each individual; but this sentiment can rarely be cultivated and used

in schools as an incentive, without producing envyings and heart-burnings.

Acting upon this principle, and taking care to avoid fatigue, by giving the pupils short lessons and frequent recesses, our teachers succeed in imparting much knowledge to them. It is gratifying to find that in spite of their having one avenue to the mind closed, they can advance in almost every branch of study about as fast as seeing children; and it is still more gratifying to witness the pleasure they derive from learning a new fact, or developing a new thought.

The whole number who attend the school regularly, is sixty. Of these, fifty-two can read the books in raised letters; ten boys, and fifteen girls can write a legible hand; all those above eight years of age are well grounded in the elementary studies of grammar, arithmetic, and geography; while some have made very respectable acquirements in the higher branches of natural philosophy, algebra, geometry, and astronomy.

The study of music, as a science, occupies a large portion of the time of most of our pupils. The blind have, almost without an exception, what is called a musical ear, and derive great pleasure from music; and moreover, it is the kind of knowledge most likely to be useful to them in life. Nearly all our pupils can sing; forty-five play upon the piano-forte; and eighteen begin to perform upon the organ tolerably well. We hope, in time, to supply many of our churches with scientific organists. We have been at much ex-

pense in the musical department, but we believe it has been a wise one. Our instructor of music is a practical and scientific musician, and an able and zealous teacher. He is in constant attendance; and the Institution is provided with thirteen piano-fortes, an organ, and twenty-six instruments for a band. We would take this opportunity of acknowledging the zeal and ability with which Mr. Keller has continued to discharge his duties in this department.

In order to give our pupils every advantage for making good organists, the Institution will soon need a larger and more expensive organ than it now possesses. We have been deterred by the cost alone from purchasing a new one.

Our work department has been kept steadily in operation. The amount of work done during the year, will be shown in Appendix A. The net profits have been small, for various reasons; the articles have been sold low, in order to get them into the market, that their worth might be known; many of the pupils are beginners, and waste much stock; then, they work but four hours a day; and lastly, our shops are small and inconvenient. A large, airy, and convenient shop is very much needed; and although the present state of the funds does not warrant much outlay, we recommend to the Board, and to our successors, to make an effort to supply this want. We would improve this opportunity for soliciting the patronage of the public for our workshop, and removing an impression, which naturally enough has gone abroad, that purchasers would be taxed for the sup-

port of the Institution. This, however, is by no means the case; our work is thoroughly and faithfully done, and put at the lowest market price. We desire purchasers to come to our shop, not with a view to being charitable, but to make a good bargain for themselves.

Some of the articles are manufactured by blind persons educated in the Institution, and who now work on their own account, at home. The profits of the sales belong to them; and they have been taught that they can expect no charity in trade; that in order to ensure a sale of their goods, they must work well, and work cheap.

We do not consider mechanical employment as the one best fitted for all the blind, though we do consider such employment useful, not only as a part of physical education, but as a means of strengthening the perceptive faculties, and giving to the pupils a confidence and dexterity in the use of their physical powers. For some, a mechanical occupation is decidedly the best; but even to these we would give a good intellectual education; for we believe a child will make a better basket maker, a better artisan of any kind, and surely a better man, for having his intellectual and moral nature well developed. We are aware that in this respect our system of education differs much from that pursued in most Institutions of a similar nature; and that its wisdom may be questioned by those who adhere to the principle adopted in some English and most continental establishments, that the blind are

merely objects of charity, and should be well clothed and fed, and merely taught to make baskets, and turn a hand organ, or to perform similar simple operations. But, if any other confirmation were wanting than the evident workings of the system, we have the satisfaction of receiving it in the comments of those best acquainted with the subject.

We do not consider blind children as mere objects of charity, but as members of the rising generation, whose claims upon us for an education are of the strongest nature, and not to be resisted upon the ground of difficulty or expense. We have too great confidence in the faculties of the human mind—too much reliance on the powers of the human intellect—to admit that the deprivation of one bodily organ can destroy or repress them. Hence we have claimed for the blind an equal participation in the blessings of education with seeing children; hence we have always asserted their equality of intellect, and their capacity for acquaintance with all branches of knowledge.

It may be recollected, that, in the last Annual Report, it was mentioned that the funds of the printing department were very low, and that without assistance from some source, the press would be stopped. Some assistance has been given; and we would here acknowledge the generous aid of Mr. John C. Gray, who contributed $300, it being his second donation; of Mr. Joseph Baker, who gave $100; and of "two friends," who gave each $100.

Thus the press has been kept at work, although not in full operation. The fund is now exhausted and

the continuance of our printing must depend upon the success of our Director in his appeals to the benevolent. During the year an Atlas of the principal islands of the Globe, with statistical tables and geographical explanations, has been executed. Also, the second part of the English Reader, the first of which was printed last year. The nature and value of this work will perhaps be best understood by quoting its preface.

PREFACE TO VOL. II.

To the Blind.—This second volume of the English Reader contains about seventy-seven pieces, which I have selected for your use from sixty-six authors. The greater part of them were written in the 17th century. A few extracts, however, are from living authors, specimens of whose writings were not given in the first volume.

In making the selection, I have had two objects in view; first, to give you a fair sample of the general style and manner of each author; second, to give you interesting and useful knowledge. I have not sought for the most elegant, but the most characteristic passages; because I wished to exhibit each author in his common dress, not in his holiday apparel.

In the second part of my plan, conveyance of useful knowledge, I have selected passages of a cheerful and elevating character; avoiding alike those which are frivolous and merely amusing, and those which are gloomy and depressing.

You will find some views of the great principles of religion and morality, but none of a sectarian character.

I trust the work will be both interesting and useful to you; for although there are objections to books of extracts for general use, I think they do not apply in your case. Your library must be always of comparatively limited extent; you cannot expect, for instance, that works of the seventeenth century should be printed for your use; nevertheless, it is desirable that you should know something about them.

Now when you have read an extract from an old author, in one of your own books, you will naturally feel a sort of acquaintance with him, and desire to know more about him; and when you hear his works read, you will listen with more pleasure and interest, than to the words of a stranger.

With these views, I have compiled this work; not copying the books of extracts in common use, but selecting the pieces after examining each author. With the hope that it may be useful, I place it at your fingers' ends. S. G. Howe.

It will be perceived upon inspection of these books, that in point of mechanical execution they are far superior to any ever printed at our press. Indeed, we may safely say, nothing equal to them can be found here; we have the most recent publications of the Philadelphia, the Scotch and the German Institutions, and the most untutored eye or

touch, can perceive the improvement made in ours upon them. The improvement consists in stereotyping, by which a smooth surface is given to the body of the paper, upon which the raised lines become much more sensible to the touch.

As the subject of printing for the blind is now beginning to attract much attention in England, and on the continent of Europe, and as a press, built after the model of our own, has been put into active and useful operation in the excellent Institution in Philadelphia, it may not be inappropriate here to review the progress of the work, and the part our Institution has taken in it.

On the opening of our School, seven years ago, a great want of books was felt; for those which could be procured from Europe were very clumsy, and very expensive. But not enough of even these could be had, for there had been but three or four small works printed in the English language, the whole not equal in quantity of reading matter, to the contents of the New Testament. Our Director, foreseeing that as soon as the blind should be taught to read, there would be a cry for books, instituted a series of experiments, and printed some portion of the New Testament, in a method of his own, which promised to diminish the bulk and expense of books one half. About the same time, Mr. Sneider was engaged in a similar attempt in Philadelphia, and printed the Gospel of St. Mark, after the French manner. This however did not succeed to his mind—at least no more printing was done in that method. Meantime

the newly modified type, having been tried by many blind children, was adopted as our standard, and works began to be issued from our press. In three years, more than three times the quantity of matter was printed, than had before appeared in the English language; the New Testament, a Universal History in three volumes, a Geography, Grammar, and Spelling Book, appeared in rapid succession.*

Many of these books found their way to Europe, and an edition of the Psalms of David was printed, to an order from England. After three years, the subject was taken up again in Philadelphia, and in Scot-

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* The following is a list of the books from our press, with the prices at which they are sold to those who can purchase; to the indigent, most of the works are gratuitously distributed.

New Testament, complete, 2 vols., or 4 vols. - -	$12 00
The Psalms of the Old Testament, 1 vol. - - -	3 00
Outlines of History, Ancient and Modern, 3 vols. - -	10 00
Dairyman's Daughter, - - - - -	1 00
The Harvey Boys, - - - - - -	1 00
Spelling Book, - - - - - -	1 00
English Grammar, - - - - - -	1 00
The Pilgrim's Progress, - - - - -	2 00
Baxter's Call, - - - - - - -	1 00
Six Penny Glass of Wine, - - - - -	50
Life of Melancthon, - - - - - -	1 00
Book of Sacred Hymns, - - - - -	1 00
Howe's Geography, 1 vol. - - - - -	2 00
" Blind Child's First Book, - - - -	1 00
" Blind Child's Second Book, - - - -	1 00
" General Atlas, - - - - -	3 00
" Atlas of the United States, - - - -	2 00
" Book of Diagrams, illustrative of Natural Philosophy,	1 00
" English Reader: Selections in prose and verse, from	
" English and American authors, Part 1, -	2 00
" English Reader, Part 2, - - - -	2 00
" Atlas of the principal Islands on the globe, with Statistical Tables, - - - - -	2 00

land. The Institution at Glasgow established a press, and it is now in operation; and the Philadelphia press is contributing valuable additions to the library of the Blind.

Much apprehension has been expressed that the variety in the form of the letters used at different presses, should cause confusion to the blind, and mar the project of a library for their use; but we partake not in the alarm. Our pupils can read all the different varieties of type, though they prefer their own; and we hold that the more they exercise their touch, the more acute it becomes. Hence we never ask where a book is printed—but procure all we can, and put them into our school; and when we find any books which they like better than our own, we shall abandon our system of printing, and adopt the improvement.

For further information on this interesting subject, we would refer you to Appendix B, being a Report of the Director to our Board. With him this plan of printing a library for the Blind originated, and it is entirely to his individual efforts that the Blind owe the editions of books above named. He has drawn no sums from our Treasury; and the first expensive experiments, the success of which were problematical, were made at his own risk and expense. We will not, however, dismiss the subject, without earnestly soliciting for the plan the aid and encouragement of the benevolent and wealthy.

It may be remembered, that in the Report of the last Board, particular mention was made of a deaf,

dumb, and blind girl, named Laura Bridgman, then a pupil, and promise was given of further notice of her case.

It has been ascertained beyond the possibility of doubt, that she cannot see a ray of light, cannot hear the least sound, and never exercises her sense of smell, if she has any. Thus her mind dwells in darkness and stillness, as profound as that of a closed tomb at midnight. Of beautiful sights, and sweet sounds, and pleasant odors, she has no conception; nevertheless she seems as happy and playful as a bird or a lamb; and the employment of her intellectual faculties, the acquirement of a new idea, gives her a vivid pleasure, which is plainly marked in her expressive features. She never seems to repine, but has all the buoyancy and gaiety of childhood. She is fond of fun and frolic, and when playing with the rest of the children, her shrill laugh sounds loudest of the group.

When left alone, she seems very happy if she has her knitting or sewing, and will busy herself for hours: if she has no occupation, she evidently amuses herself by imaginary dialogues, or recalling past impressions; she counts with her fingers, or spells out names of things which she has recently learned, in the manual alphabet of the deaf mutes. In this lonely self-communion she reasons, reflects, and argues: if she spells a word wrong with the fingers of her right hand, she instantly strikes it with her left, as her teacher does, in sign of disapprobation: if right, then she pats herself upon the head

and looks pleased. She sometimes purposely spells a word wrong with the left hand, looks roguish for a moment and laughs, and then with the right hand strikes the left, as if to correct it.

During the year she has attained great dexterity in the use of the Manual Alphabet of the deaf mutes; and she spells out the words and sentences which she knows, so fast and so deftly, that only those accustomed to this language can follow with the eye, the rapid motions of her fingers.

But wonderful as is the rapidity with which she writes her thoughts upon the air, still more so is the ease and accuracy with which she reads the words thus written by another, grasping their hand in hers, and following every movement of their fingers, as letter after letter conveys their meaning to her mind. It is in this way that she converses with her blind playmates, and nothing can more forcibly show the power of mind in forcing matter to its purpose, than a meeting between them. For, if great talent and skill are necessary for two pantomimes to paint their thoughts and feelings by the movements of the body, and the expression of the countenance, how much greater the difficulty when darkness shrouds them both, and the one can hear no sound!

When Laura is walking through a passage way, with her hands spread before her, she knows instantly every one she meets, and passes them with a sign of recognition; but if it be a girl of her own age, and especially if one of her favorites,

there is instantly a bright smile of recognition—an inter-twining of arms—a grasping of hands—and a swift telegraphing upon the tiny fingers, whose rapid evolutions convey the thoughts and feelings from the outposts of one mind to those of the other. There are questions and answers—exchanges of joy or sorrow—there are kissings and partings—just as between little children with all their senses.

One such interview is a better refutation of the doctrine, that mind is the result of sensation, than folios of learned argument. If those philosophers who consider man as only the most perfect animal, and attribute his superiority to his senses, be correct, then a dog or a monkey should have mental power quadruple that of poor Laura Bridgman, who has but one sense.

We would not be understood to say that this child has the same amount of knowledge that others of her age have; very far from it: she is nine years of age, and yet her knowledge of language is not greater than a common child of three years. There has been no difficulty in communicating knowledge of facts—positive qualities of bodies—numbers, &c.; but the *words expressive of them*, which other children learn by hearing, as they learn to talk, must all be communicated to Laura by a circuitous and tedious method. In all the knowledge which is acquired by the perceptive faculties, she is of course backward; because, previous to her coming here, her perceptive faculties were probably less exercised in one week, than those of common children are in one hour.

What may be termed her moral nature, however, her sentiments and affections, her sense of propriety, of right, of property, &c., is equally well developed as those of other children.

She is now able to understand simple sentences expressive of action, as "shut the door," "give me a book," &c.; or rather, as she expresses it, "shut door," "give book," for she does not know the force of the particles, *the* and *a*, any more than a prattling infant, who understands—give cake—but puts in *me* and *a* from imitation, without knowing their meaning; or than many a child in school understands the difference between a noun and verb, though he has gone through all the parsing exercises and can give a rule for every thing about it. For a more detailed report of this case, and the method of instruction which is followed, we refer you to Appendix C, being a report of the Director.

For the financial affairs of the Institution, we refer you to the accompanying Report of our Treasurer. It appears that there is in his hands $12,181 15, in cash; besides nine shares in the New-England Bank; which, valued at $900, makes a total of $13,081 15. The balance in his hands, Jan. 8, 1838, was $13,280 87.

We submit with this Report, the inventory of the personal and real estate of the Institution; also an inventory of the apparatus and articles belonging to the printing department.

Thus it will be seen, that the funds of the Institution are so small, that its continuance and usefulness

must depend upon the liberality of the Legislature of Massachusetts, and of its friends.

Thus far, that liberality has been generously exercised, and we have endeavored to merit it, by extending the benefits of the Institution as far as possible. All applicants of proper age, from this State, have been received, and some few from other States, where the circumstances of the individual were peculiarly pressing. Massachusetts enjoys the proud distinction of opening wide the doors of an Institution for education, to *all* her blind; and almost all will, in time, avail themselves of it.

The number of the applicants has steadily increased and will doubtless continue to do so, as a knowledge of the advantages of the Institution is more widely diffused; and we hope to be able to offer gratuitous and valuable instruction to all whom misfortune has thrown upon the sympathy and the charity of their more favored fellows.

Respectfully,

EDWARD BROOKS,
THOMAS G. CARY,
JOHN D. FISHER,
OZIAS GOODWIN,
JOHN HOMANS,
SAMUEL P. LOUD,
HORACE MANN,
SAMUEL MAY,
JAMES K. MILLS,
WILLIAM H. PRESCOTT,
ROBERT RANTOUL,
ROBERT C. WINTHROP.

APPENDIX A.

ACCOUNT OF WORK, 1838.

New Mattresses made, viz.	Husk,	155
	Palm Leaf,	74
	Hair,	103
Old Mattresses made over,		74
Settee Cushions, " "		4
New Hair Pillows made,		20
" Palm Leaf Pillows made,		10
" Hair Bolsters "		8
" Settee Pillows "		3
" Chair Cushions "		3
" Pew Cushions "		1161 feet.
" Mats woven,		2382 "
Filling, spun from waste Manilla,		480 lbs.
Warp, hackled and spun,		281 "
Hair spun,		558 "
Shoe Brushes made,		113
Hair Brushes "		34
Fancy Boxes "		3

FANCY WORK DONE BY THE GIRLS.

Worsted Baskets made,	72
Watch Guards "	13
Ladies' Indispensables made,	12
Silk Purses made,	5
Worsted Lamp Mats made,	4

1626 lbs. Manilla have been colored.

APPENDIX B.

GENTLEMEN:—As our press has now stopped for want of supplies, and as it is uncertain when it may go into operation again, it seems an appropriate time for me to render an account of the property belonging to the printing fund, and to review the history of the enterprize.

It will be recollected by those gentlemen who were upon the Board of Trustees, in 1833, the first year of the operation of our Institution, that though our pupils succeeded in learning to read, the success seemed little worth, because there were but three books in the school. These were, a book of extracts from English authors, published in Paris; the Gospel of St. John, printed at Edinburg, and one small volume from the same place. These were all the reading books for the blind then in existence in the English language; there was a collection of mathematical diagrams, executed at York, England, and these made up the whole library of the blind.

It was obvious that more books should be printed; but the first object seemed to be, to find a method which would diminish their bulk and expense; for, if the French, the Scotch, or the German methods had been followed, a volume, like the New Testament, would have formed twelve ponderous folios.

After hesitating a long time, whether to use a new phonetic alphabet, or a series of stenographic characters, or the common alphabet, I adopted the latter: not, however, without adhering to the opinion that one of the others must eventually be used in printing for the blind.

Having decided to use the common alphabet, slightly varied, I endeavored to reduce the bulk of each letter to the minimum size which the blind could feel. With this view all the unnecessary points, all the mere ornamental flourishes were cut off; the interlinear space was reduced by making the bottom of the line straight; that is, carrying up such letters as g, p, &c., which run below the bottom of the line. The bulk was further reduced by using a thin paper expressly prepared, and by reducing the height of the face of the type. In this way it was found the books might be very much reduced in size, so that the New Testament could be printed in two volumes—not more bulky than the French—

of which twelve at least would have been necessary to contain the whole Testament.

Having ascertained, beyond the possibility of doubt, that any blind child of common capacity could easily read this print, I commenced printing; and as the state of the funds of the Institution were small, I resolved not to ask any aid from the Treasury, but appeal to the benevolent here and abroad. The appeal was not in vain; generous aid flowed in, and the press was put into active operation. All the money raised, was paid at once into the Treasury, and only drawn out upon exhibition of proper vouchers for expenses. The cost of apparatus, paper, &c. has been, up to this date, about $8,000.

One of the first objects was, to print the New Testament, which had never been done in any language. This was soon effected; then followed the book of Psalms, and successively twenty-one editions of books.

During this time constant improvement was made in the mechanical execution of the printing—so that the impression became sharper, the elevation of the letters much firmer, and the whole appearance and value of the books much enhanced. For most of these improvements, and for many valuable hints, I am indebted to that ingenious mechanic, Mr. S. P. Ruggles, whose zealous co-operation in this work, I take much pleasure in acknowledging.

From the commencement in 1833, the work has gone on steadily until this time. Copies of the different works were sent to all the Institutions in this country; to those of Edinburg, Glasgow and Bristol in England, and to several on the Continent. In all places, as far as any knowledge has been obtained, the blind were much pleased with them; many pupils and teachers declared their preference of the print to any they had ever known; and this, even since the more recent modifications have been made. Within the last two years, the subject of printing for the blind has been taken up with zeal and vigor in Glasgow, Scotland; in Bristol, England; and in Philadelphia. The first and the last have adopted the use of capital letters, as recommended by Dr. Fry; and are now ably seconding the work of supplying the blind with a library. The subject is attracting attention elsewhere in Europe; and much apprehension has been manifested lest the variety, in the form of the types, should cause confusion to the blind, and ruin the plan of a library for their use.

But it seems to me that no good reason has been given for this apprehension; and all the strictures and criticisms which I have yet seen, seem to arise from two sources—wrong views of the physiology of the senses, or anxiety to obtain the credit of inventing a new alphabet for the blind. The first leads men to talk about a variety of characters confusing the blind, and utterly puzzling

them; the second makes men forget, that to the Abbè Haüy, alone, belongs the *invention* of printing for the blind.

Why should the blind be confused by a variety in the shape of their letters, any more than we are, who read with the eye; do we become confused when we see on the same page, italics, roman letters, capitals, and even German text? When we teach a seeing child the alphabet, do we hide little *a* from him, lest he should forget great *A*, which he had just learned?

The idea of confounding the blind by a variety of characters, arises from the supposition that the sense of touch is possessed by them in a limited quantity, and must be economized or it will be exhausted; but physiology teaches us that the more a sense is exercised, the more its power is increased. It teaches us, too, that in forming an alphabet for the blind, we should give the greatest possible *diversity of shape to the letters.* It is much more difficult to distinguish four letters, expressed by one figure in various positions, as C ◡ ⌒ Ɔ, than four letters expressed by characters differing widely from each other. It is for this reason, and not for those generally assigned, that the Edinburg alphabet is inferior to others; and that the enterprising and meritorious efforts of the Messrs Gall have been of so little efficacy. It is for this reason that the alphabet of Mr. Lucas, so strenuously advocated in Bristol, England, will never be a favourite one with the blind; nor can any other become so, which is not accordant with the laws of the physiology of sensation.

Let any one reflect upon the mental process in recognizing by the sight or by the touch, the difference between a b c and d, when expressed thus C ◡ ⌒ Ɔ, and when expressed thus, a b c d, or by four figures of entirely different form: does not the former require almost a double mental process; first to observe the form, and then to observe which way the head is placed? We know a fat, rubicund Boniface, from a lean and pale apothecary at once; and so would a blind person, by feeling of them; but he, and we, are for a long time puzzled by the resemblance of twin brothers.

The conviction, that the fears of persons who rate the powers of the blind so low, were unfounded, has been one reason why I have not complied with the call which has been made upon me through the press, and by personal correspondents, to abandon my peculiar form of letter, and adopt the new one, *for the sake of uniformity.* I say one reason, for there are others which have weighed not a little. I grant that uniformity is desirable, though not very important; but, in the first place, editions of books in my character, had been printed and spread over this country and England, and found perfectly legible by the blind, long before the new character was introduced; many blind persons had learned to read them in the bosoms of their families, without going to a blind school; and next, my rule and compasses told me that the

new letters occupied quite as great, and some a greater space than mine; consequently, that to adopt them, would be to give up the grand desideratum, *economy of space*, and consequently of expense. The Glasgow type is the only one which embraces as much matter in the same space; but to this there is the very serious objection of too great uniformity in the shape of the letters. They are all of the same height: now any person knows that in looking at a series of objects, or a file of men, he will have greater difficulty in recognizing and remembering the individuals if they are all of the same height, than he would if one was tall, another very short, &c. This type, as well as the one used in Philadelphia, violates the principle *that the greatest possible diversity of shape should be given to the letters.* Besides, by a new modification, our type will give about one hundred and fifty more than the last Glasgow books, in the same space; as will be seen in the forthcoming works. Under these circumstances, it did appear to me, that complaining of my books for not *conforming*, was like the soldier complaining that his regiment would not keep step with him.*

I grant there is one apparent advantage which the new type has—that of being more easily read by seeing people; but this is only an apparent advantage, for seeing people never read with their fingers; hence I never heed the criticisms of those who *look* at printing for the blind; if they shut their eyes and *feel* of the letters, and tell me which is most easily recognized, I listen to them. As for the much used argument, that old people, or seeing people who have lost their sight, can more easily learn, by feeling, the shape of the new letter, than of mine, because it is like the one they were used to, I answer, that it is not so in reality. It would seem so; but let any seeing person shut his eyes and put his fingers on the two alphabets, he can distinguish no difference. There is a wider difference than the unreflecting would suppose,

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* A slight view of the progress of improvement, in this art, is interesting and encouraging. Abbè Haüy invented it in 1784, and books continue to be printed till this day, in the same method in France. They give three hundred and sixty-five letters on fifty square inches of surface. After about forty years, the subject was taken up in Scotland, by Mr. Gall, and a few books printed, which gave five hundred and twenty-six letters on fifty square inches. In 1833-4 it was taken up in Philadelphia and in Boston; the Philadelphia system gave only two hundred and ninety letters, and was abandoned. The Boston method gave seven hundred and two letters, to the fifty square inches, and in this print twenty-one editions of books have been printed.

In 1836-7, the subject was taken up again in Philadelphia and in Glasgow; and books, showing a very great improvement, were printed. The Philadelphia print gives eight hundred and twenty-six letters to fifty square inches, and the Glasgow gives eight hundred and ninety-one. By a further improvement, just effected, the Boston books will give about one thousand and sixty-seven letters to fifty square inches.

between the impression of touch, and of that of sight. To the eye, light and shade are every thing; to the touch, nothing. Those who suppose an alphabet feels as it looks, would suppose that a blind man should readily know figures of animals, &c., in *basso relievo*—but let them try the experiment, and they will see their error.

One thing, I grant, is important; that there should be an understanding between the different Institutions, about what books each is to print; and that no two should print the same.

The importance of this will be understood by taking a single case. There was issued from our press, four years ago, the first edition of the entire New Testament, which had ever been printed, in any language, for the blind: of this, an edition of five hundred copies, costing $2,000, would have sufficed for the six Institutions in England, and four in the United States; giving them fifty each. Now if another Institution had $2,000 to expend in printing, it would surely be wise to print another book of the same size, of which they could send us fifty copies for fifty copies of our Testament; and, if each of the ten should do this, their pupils would have ten works instead of one. Any person acquainted with printing, knows the ecomomy of large editions, and will perceive the economy of this arrangement. Nevertheless, three years after the issuing of the New Testament, and after the reception of copies in Glasgow, another edition was printed there.

I can only attribute this to a want of confidence on the part of the teachers, in the capacities of their pupils; and I doubt not if they had both kinds of books put into their hands, as I did into those of mine, they would have read both the easier, instead of being confounded. I am not, however, discouraged; and if the means of continuing the good work can be found, I shall, as I have done, forward copies of each work printed, to all Institutions which have a press, with an offer of exchange for their books; giving notice, also, of whatever books we may contemplate printing.

I desire only the multiplication of books for the blind; and let the character be what it may, I have no fears about my pupils being able to read it, provided the impression is firm and clear. I hail with pleasure the announcement of every new work in raised letters, and care not who gets the credit, so that the blind get the books.

It is with much reluctance, that I have spoken of my share in this enterprise, and especially that I have instituted any comparison between my method and that of others; but called upon as I have been, to conform with others, I felt bound to show reasons for not doing so. I am not aware of being influenced by any partiality for my own system; certainly I have not said so

much in its favor as our pupils would; for I am certain that they, and scores of blind persons who compare our books with those in the new type, give them a decided preference. This is certain, that when audiences in England and Scotland were uttering by shouts their astonishment and pleasure, that blind children could read books in raised letters, it had ceased altogether to be a matter of surprise in this country, so common had it become. Nay, long before the exhibitions were got up in Glasgow, and elsewhere, many blind persons in this country had learned to read our books alone, and far distant from any school.

The philosophy of the subject has been overlooked by many, who have lately taken so much interest in it. They first contrive an alphabet, then find a blind child, and if he succeeds in learning it, they cry out *eureka!* and consider it evidence enough of the superiority of the system. But, in reality, a blind child will learn to read upon a very bad system, as seeing children learn geography, grammar, &c. in spite of very bad methods of instruction.

With these remarks in defence of a system to which I shall continue to adhere, *until a better one shall be found*, I leave the subject. My endeavor shall be, as it has been, to give the blind the greatest possible quantity of reading matter in the smallest possible space, and at the least possible expense; as yet, no system does this so effectually as ours can; but when one is brought forward, I will adopt it. If, by the aid and encouragement of the humane, our printing press is allowed to continue in operation, I doubt not we shall soon be able to present works of the size of the New Testament, in one compact and convenient volume.

I have not spoken in this Report of the maps and atlases which originated, and have been brought to their present state of excellence, entirely in our Institution; but I may do so in a future communication. Respectfully, S. G. HOWE.

LIST OF PERSONS

Who by contributing twenty-five dollars and upwards are Members of the Corporation.

Appleton, Samuel
Appleton, Nathan
Appleton, William
Andrews, Ebenezer T.
Adams, Abel
Adams, C. F.
Austin, James T.
Austin, Samuel, Jr.
Armstrong, Samuel T.
Adams, B. & Co.

Bryant, John
Brooks, P. C.
Bond, George
Brown, John
Bradford, Samuel D.
Barnard, Charles
Baker, Joseph
Belknap, John
Bayles, Edward
Bumstead, John
Brooks, Edward
Ballard, Joseph
Bradlee, Thomas D.
Brimmer, Andrew
Brinley, George
Bangs, Benjamin
Borland, J.
Bradlee, Joseph P.
Bradbury, Charles
Blake, George
Bowditch, Nathaniel
Bacon, Daniel C.
Bartlett, Thomas
Barker, Daniel
Brimmer, Martin
Bradlee, John W.
Bangs, George P.
Brown, James B.
Baldwin, A.
Bird, John H.
Bancroft, Jacob
Brewster, Osmyn
Babcock, S. H.
Bordman, William

Coolidge, Joseph
Cordis, Thomas
Crowningshield, Benjamin
Codman, John, Rev.
Cutler, Pliny
Codman, Charles
Clapp, Joshua
Coffin, Mary
Chapman, Henry
Cazenove, L. A.
Cabot, Henry
Craft, Edward
Curtis, Charles
Cobb, F. A.
Crehore, Thomas
Crockett, J. W.
Chadwick, Eben
Codman, Henry
Cobb, Nathaniel R.
Cotton, Joseph Jr.

Dwight, Edmund
Dana, B.
Dennie, Daniel
Davis, James
Dantforth, Isaac
Dennie, Thomas
Dalton, P. R.
Davis, John
Dexter, Franklin
Dunlap, Andrew
Dorr, John
Dodge, P.
Davis, Joshua

Ellery, John S.
Elliot, Samuel A.
Everett, Otis
Eckley, David
Edes, Robert
Eager, William
Ellis, F.

Fales, Samuel
Francis, Ebenezer

Fuller, A. W.
Fitch, Jeremiah
Fisk, Benjamin
Flint, Thomas
Fairbanks, Stephen
French, John
Fisher, Freeman
Fay, Joel
Fenno, J. W.
Fletcher, Richard
Forrester, J.
Fay, Richard S.
Fay, Windsor
Faxon, Nathaniel

Gray, Francis C.
Gray, John C.
Gardner & Laurill
Gore, C. Mrs.
Goff, Sarah Mrs.
Grant, B. B.
Grant, G. Mrs.
Goodwin, E. Mrs.
Greenleaf, Samuel
Goodwin, Ozias
Goddard, Benjamin
Gassett, Henry
Grant & Daniell
Glover, Stephen
Gray, T. T.
Gray, Thomas
Gray, Horace

Hammond, Daniel
Howe, George
Hammond, Samuel
Hawes, Prince
Hall, Jeremiah
Howard, Benjamin
Henshaw, J.
Hales, William
Homans, John
Hallett, George
Howard & Merry
Hubbard, Samuel
Hall, D.
Hall, Nathaniel
Henshaw, S.
Henry, Hall
Howe, Samuel G.

Ingalls, William
Inches Elizabeth
Inches, Susan

Jackson, Sarah
Jackson Charles
Jackson, Patrick T.
Jackson, S. & F.
Johnson, James

Jones, Deming
Jones, John B.
Joy, David
Joy, B. Mrs.
Jackson, Anne

Kuhn, George H.

Lee, George
Lyman, Theodore Jr.
Lyman, George W.
Loring, Caleb
Lombard, A. C.
Loring, John F.
Loring, Wm. S.
Lamson, John
Lord, Melvin
Lowell, J. A.
Loring, Joseph
Livermore, Isaac
Lawrence A. & A.
Lawrence & Stone
Lee, Thomas
Lienow Henry
Loring, Benjamin
Lewis, Samuel P.

Munson, Israel
Muller, E.
Munroe, Edmund
Mason, W. P.
Mills, J. K.
Minott, William
Means, James
May, Perrin
May, Samuel
Motley, Thomas

Nichols, Thaddeus

Otis, Harrison G.
Oxnard, Henry
Oliver, William

Parker, John
Phillips, Jonathan
Parkman, Sarah Mrs.
Prescott, William
Pratt, William
Peabody, Joseph
Parsons, William
Pickman, William
Phillips, S. C.
Parkman, Francis
Preston, Sarah Mrs.
Parsons, Thomas
Parker, Daniel P.
Prescott, William H.
Perkins, Thomas
Parkman, John

Pratt, John
Pickman, D. L.
Preston, John
Parker, Isaac
Putnam, J. R.
Paine, Mary Mrs.
Peters, Pond & Co.
Pickman, B. F.
Peters, Edward D.
Pierce & Humphrey
Pickman, William
Parker, Peter
Perrin, Payson
Parker, Theodore D.
Parks, Luther
Pickering, John
Patterson, Enoch
Pope, Lemuel
Parker, M. S.
Pickman, John S.

Quincy, Josiah
Quincy, Josiah Jr.

Rotch, William Jr.
Roberts, Eliza Mrs.
Robbins, Edward H.
Rich, Benjamin & Son
Reed, B T.
Rollins & Atkinson
Reed & Faulkner
Robinson, Henry
Russell, N.
Rogerson, Robert
Russell, Glover
Revere, Joseph W.
Russell, George R.

Shaw, Robert G.
Sturgis, William
Sears, David
Stone & Lawrence
Staunton, Francis
Sigourney, Timothy
Sawyer, William
Sargent, L. M.
Sanford, Samuel
Sanford, Daniel
Stoddard & Edwards

Skinner, F.
Stearns, John
Stickney, Josiah
Simpson, John K.
Seaver, Charles W.
Sprague, P.
Stedman, Josiah
Sears, Joshua
Sigourney, Henry
Shattuck, George C.

Thorndike, Augustus
Tucker, Richard D.
Thorndike, Israel
Ticknor, George
Tuckerman, W. & J.
Tilden, Joseph
Thompson, B. L.
Taylor, Charles
Thompson, J.
Thorndike, John
Tyler, John
Thompson, John
Townsend, Isaac
Tidd, Jacob
Twombly, Alexander
Tilden, Joseph
Upham, P.

Vose, Thomas

Welles, John
Wetmore, Thomas
White, Stephen
Williams, S. G.
Winthrop, Thomas
Wales, Thomas B.
Williams, Moses
Winthrop, Granville
Werry, Howard
Worthing, William
Wheelwright, Lot Jr.
Winchester, E. & W.
Whitmore, Benjamin
Winslow, George
Wells, Charles
Wilder, Marshall P.
Waid, S. D.
Wright, Mrs.*

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* There may be a few omissions, as the collector, the late Mr. Kuhn, made some returns simply as "cash."

EIGHTH

ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

MASSACHUSETTS

ASYLUM FOR THE BLIND,

TO THE

CORPORATION.

BOSTON:
JOHN H. EASTBURN, Printer, No. 18 State Street,
1840.

REPRINTED AT SOUTH BOSTON INQUIRER OFFICE.
1873.

ANNUAL REPORT.

TO THE CORPORATORS OF THE PERKINS INSTITUTION AND MASSACHUSETTS ASYLUM FOR THE BLIND.

Gentlemen:

It again becomes our duty in conformity to law and usage, to render you an account of the administration of the Institution for the past year.

It is peculiarly gratifying to state generally, that the inmates have been in excellent health; that they have continued to make progress in their various studies, and to acquire greater skill in mechanical labors.

Previously, however, to describing the internal economy of the Institution, it is our duty to render an account of our management of its general interests.

The most important act on our part has been the exchange of the estate in Pearl Street, for the spacious and beautifully located edifice known as the Mount Washington House, at South Boston.

This important step was taken after long and careful deliberation; after consulting the best friends of the Institution; and finally after obtaining the sanction of a special vote of the Corporation. The act was an unanimous one on our part, having the approval of those members who are appointed by the State authorities.

The terms of the transaction were, an even exchange of the land and buildings in Pearl Street, for the lot on which the Mount Washington House is situate, with all its buildings, being an enclosure of 55,000 feet—and also a lot situate on the opposite side of Broadway, containing 20,000 feet.

The considerations which induced us to make the exchange were. *first*, the greater salubrity of the location at South Boston; the advantages of unobstructed streets and open grounds in the neighborhood; and the facilities for sea bathing:

2d. the spaciousness and convenience of the edifice, which offered large and airy halls for school rooms, music rooms, and work-shops, and numerous apartments for dormitories; and the opportunity of making convenient and extensive, but entirely separate arrangements for each sex under the same roof.

3d, the prospective interests of the Institution, which demand facilities for accommodating a greater number of pupils than could be had in the Pearl Street estate, because the rapid increase of business there, not only made it inconvenient for the blind to move about the streets, but raised the value of the surrounding land so much as to render an extension of the premises almost hopeless.

4th, the extraordinary opportunity of obtaining for a third of its value a situation combining the advantages of a city and country location, and an edifice, [which cost $110,000,] just such as the friends of the Institution would desire, but which the most sanguine would never have dared to propose.

5th, the advice of all the friends of the Institution, but especially of that munificent individual who must ever be considered especially as its patron, and who has literally given to it, "a local habitation and a name."

We may mention here, that the interest which this gentleman continued to manifest in the affairs of the Institution, and the cheerful manner in which he waived his right to object to any disposition of the Pearl Street estate, confirmed us in the desire to connect his name perpetually with it. The removal of the establishment seemed also to present a proper occasion for effecting this purpose, and by our recommendation, a vote of the Corporation has changed the name to that of the "PERKINS INSTITUTION AND MASSACHUSETTS ASYLUM FOR THE BLIND."

This name also expresses clearly the object and character of the establishment; for every day's experience confirms the opinion that not only is a school wanted for the Blind, but an Asylum also to be connected with it, for those who cannot be provided for by their friends, or by themselves, [even after they are educated,] and where they may be placed at work, and earn their own subsistence, in whole or in part, aided by having rent free, the use of tools, and credit for stock. But upon this subject we shall enlarge afterwards.

We have stated that a careful consideration of all the arguments for and against a removal to South Boston, convinced us that it would be on the whole very advantageous, and we are happy to state that the result of eight months' experience confirms all our hopes, and dissipates most of our fears. The inmates were removed in May last; they have experienced therefore both summer heats and winter storms.

During the summer months the situation is most delightful, and at the noon-tide heats of the warmest days, it enjoys a cool and pleasant temperature.

During winter, thus far, the house has been kept very comfortable by means of furnaces, which being constructed upon scientific principles, warm the apartments without vitiating the air.

Connected with the boys' school room is a gymnasium, which is pro-

vided with a bowling alley, and the usual fixtures for gymnastic exercises. Twice every day, in winter, the boys go through a series of exercises, which develop the muscular system, and give strength and activity to the whole body. During the summer and autumn, they bathe daily in the sea, and many of them have learned to swim.

On the whole then, we are highly gratified with the change of location, and there is only one of the anticipations which we had formed that has not been fulfilled, viz. that of raising by subscription a sum sufficient to cover the expenses of altering and fitting up the house, without drawing upon the Treasury. Several zealous friends undertook to solicit subscriptions, but the peculiar nature of the times prevented much success, and only $2,005 were obtained, while the total expense has been much greater.

No person however, can regret the outlay, after going over the establishment, viewing the spacious and well ventilated school rooms, the music halls, the work shops and the dormitories, and considering that it is to be the school for the blind of New England for generations to come.

We subjoin a list of the generous contributors to this fund; * but we should do injustice to ourselves were we to refrain from alluding to the part taken by the President of the Corporation, Mr. Samuel Appleton, who besides warmly advocating the exchange, generously subscribed one thousand dollars towards effecting it.

To another individual also, is due our grateful acknowledgments—to one who, learning that the Institution needed an organ suitable to its spacious music hall, ordered his agent to place three thousand dollars at our disposal for that special purpose—but with the condition that his name should be concealed; accidental circumstances however having disclosed it, we but confirm the voice of good report, when we name Mr. George Lee as the generous donor.

We have been thus particular in our account of the change of location, not only that the Corporation might understand the whole of the transaction, but that the public might be informed of the superior advantages which the Institution can now offer to blind persons from different parts of the country, and the various walks of life.

There are cases where young persons, especially young ladies, becoming blind, would not resort to a public establishment unless they could have separate apartments and attendance, and special instruction; to such our Institution can now offer every accommodation.

With regard to the internal history of the Institution, we have little to report which would be new to you. The same system of intellectual studies, the cultivation of music, and physical labor which was detailed in former reports, has been followed during the last year.

The general rule is, that each pupil shall devote part of every day

* Appendix A.

to study, and music, and to manual labor. To this rule there are a few exceptions, and but a few. A small number work all the time, and three boys devote all their time to intellectual pursuits and to music.

It enters not into our system to teach more than the common school branches of education, but in special cases, and where the friends of the pupils desire it, we are prepared to teach the higher branches. During the past year, Algebra and Geometry have been studied by some, and three boys have made considerable progress in Latin and Greek.

We may mention as a measure of the intellectual standard among the boys, that they have of their own accord formed a Lyceum, which meets regularly every week, and in which they discuss questions with much interest and considerable ingenuity.

The progress of the pupils generally in the common studies of reading, writing, arithmetic, geography and grammar, has been very satisfactory.

There is one whose situation is so peculiar, and whose case is so interesting in a philosophical point of view, that we cannot forbear making particular mention of it; we allude to Laura Bridgman, the deaf, dumb, and blind girl, mentioned in the two last Reports.

The intellectual improvement of this interesting being, and the progress she has made in expressing her ideas is truly gratifying.

She uses the manual alphabet of the deaf mutes, with great facility and great rapidity; she has increased her vocabulary so as to comprehend the names of all common objects; she uses adjectives expressive of positive qualities, such as hard, soft, sweet, sour, &c.; verbs expressive of action, as give, take, ride, run, &c., in the present, past, and future tense; she connects adjectives with nouns to express their qualities; she introduces verbs into sentences and connects them by conjunctions; for instance, a gentleman having given her an apple, she said *man give Laura sweet apple.*

She can count to high numbers; she can add and subtract small numbers.

But the most gratifying acquirement which she has made, and the one which has given her the most delight, is the power of *writing a legible hand*, and expressing her thoughts upon paper; she writes with a pencil in a grooved line, and makes her letters clear and distinct.

She was sadly puzzled at first to know the meaning of the process to which she was subjected, but when the idea dawned upon her mind, that by means of it she could convey intelligence to her mother, her delight was unbounded. She applied herself with great diligence, and in a few months actually wrote a legible letter to her mother, in which she conveyed information of her being well, and of her coming home in ten weeks. It was indeed only the skeleton of a letter, but still it expressed in legible characters, a vague outline of the ideas

which were passing in her mind. She was very impatient to have *the man* carry this letter, for she supposed that the utmost limit of the Post Office Department was to employ a man to run backward and forward between our Institution and the different towns where the pupils live, to fetch and carry letters. We subjoin to this Report an exact *fac simile* of Laura's writing, observing that she was not prompted to the matter, and that her hand was not held in the execution; the matter is quite original, and the chirography is entirely her own.

She has improved very much in personal appearance as well as in intellect; her countenance beams with intelligence; she is always active at study, work, or play; she never repines and most of the time is gay and frolicksome.

She is now very expert with her needle, she knits very easily, and can make twine bags and various fancy articles, very prettily. She is very docile, has a quick sense of propriety, dresses herself with great neatness, and is always correct in her deportment. In short, it would be difficult to find a child in the possession of all her senses, and the enjoyment of the advantages that wealth and parental love can bestow, who is more contented and cheerful, or to whom existence seems a greater blessing than it does to this bereaved creature, for whom the sun has no light, the air no sound, and the flowers no color or smell.

For the method of teaching her, and for further particulars of her case, we refer you to Appendix B.

The department of music still continues under the charge of Mr. Keller, and the pupils have generally improved in such a manner as to be creditable to him and advantageous to themselves.

The acquisition of a noble organ; the exchange of old piano fortes for those of the best tone and finish; and the addition of several instruments to the orchestra, have given a new impulse to this department.

The working department has continued steadily in operation, and received additional patronage from the public.

It has paid its own expenses, including stock, and $400 wages to blind persons, [once pupils,] and the rent of a shop in Washington street. We do not include however in the expenses the board of the pupils.

For the amount of work done, during the year, we refer you to Appendix C.

In this connection, we may make some observations upon the prospective want of an establishment connected with, or supplementary to our own, which shall offer a home and an occupation to those who have finished their education.

There are very serious objections to having adult blind persons introduced promiscuously into an establishment destined for the educa-

tion of children. The effects upon each class are bad, for reasons which will be obvious to any thinking person.

But it often happens that a laboring man is suddenly bereft of his sight by accident; he is deprived of all means of support, and his situation is much more unhappy than that of one born blind. If all schools for the blind are closed to him, his only refuge is the alms house.

Again, there are now in this country five Institutions for the instruction of the Blind. Every year there will be discharged from them a few individuals, some of whom cannot gain a livelihood by themselves, but might earn enough to pay for their own board, to clothe themselves, and to have a spare penny for the extra comforts of life. Take for instance the case of a young man who is expert at making mattrasses, a most excellent business, but requiring capital; he can earn four or five dollars a week, at journeyman's wages; but suppose he attempts to set up for himself, he must buy his materials at retail prices, he must sell his goods as soon as manufactured, for he cannot command his price by holding on through the autumn and winter for the spring trade, and in a short time he fails. We have known more than one such case.

Considerations of this kind, have made some friends of the blind desirous of founding of a central establishment for the *Industrious Blind*, from various parts of the country. It should be an establishment to which any could be admitted who could earn enough to pay their board and clothe themselves; and where they could work by piece work, and be paid at regular periods. They should be subjected to no more restrictions than were absolutely necessary for good order and correct morals; and be left to pass their leisure hours as best suited them.

Such an establishment, well conducted, would be open to none of the objections which apply to the Quinze Vingt, or Asylum for three hundred blind at Paris, on which some remarks were made in a former Report.

There will be a few, however, who from physical or mental imbecility, will be unable to support, or even take care of themselves; and, hard as as it may seem, such persons should be returned to their relatives, or if they have none, should be committed to the charge of their respective towns. The permanent residence of such persons in a school for the education of children, or in an establishment for industrious blind, is necessarily a positive evil; the effect upon the other inmates, especially on those who are only a grade above them in intellect, is very bad.

That this unfortunate class has even stronger claims upon humanity than the others, is manifest; for the lower the standard of intellect, the greater should be the effort to raise it; but it should be made

in such way that none will be injured by it.

It would be necessary to adhere rigidly to the rule of making some individuals or some town, be responsible for the removal of any inmate, who should prove an improper subject, or who should become vicious, or incapable of work. Otherwise, in a few years the establishment would become burdened with imbeciles, and degenerate into an alms house.

The necessity for such an establishment is becoming every day more and more apparent; there are at this moment, some of our own former pupils who would gladly avail themselves of one.

The acquisition of the estate at South Boston, puts it in the power of our Institution to commence such an establishment within its own premises, but yet separate from the school for young blind. It would be necessary, however, to go to the expense of several thousand dollars in the outset, and this consideration in the present low state of our funds, has prevented us from undertaking it. It is to be hoped however, that some generous individual may be found who will endow such an establishment with sufficient funds for going into operation; once in operation it will, with good management, support itself.

Our Institution would then be complete in all its parts; it would educate blind children, and send them out to their parents and friends, prepared to push their own way in the world; and for those who have no home or friends, it would open an Asylum in which they could earn their own livelihood, exempt from all feeling of dependence, and enjoy as much happiness in life, as their infirmity would permit.

In the Printing Department, we regret to say, not much has been done during the past year.

At the period of the last Report, the press had been stopped entirely, and it remained at rest during the greater part of the year.

Several efforts have been made, to obtain means for printing a series of books, as yet however without success.

Quite recently the press has been put in operation, for the purpose of executing special works.

A gentleman whose daughter had become blind, was very desirous of giving her some knowledge of the Latin language, and generously offered to defray the principal expense of printing a small edition of some simple Latin work. A selection was made of the Viri Romae, and it has been executed in very beautiful style. We have now in press, an edition of Pierce's Geometry, which will be of very great value to the blind, for they delight in the study of mathematics, and this work being accompanied by embossed plates will enable them to pursue the study of Geometry unaided by seeing persons.

These two works therefore may be added to the catalogue published in the Report of last year.

In this work the plan of using contractions and stenographic char-

aracters formerly proposed by our Director has been followed, and it will be found that each page contains one-fifth more matter than is contained in the most recent European books.

But while we regret that we have not been able to do more in this interesting department, we rejoice for the sake of the blind that the impulse given to it by our former efforts have caused it to advance elsewhere. When the subject of printing was first taken up by our Director, not one step towards improvement upon the original invention of the Abbe Hauy, had been made; fifty years had elapsed, and in France and in England, the printing for the blind was still in the same clumsy, bulky, and enormously expensive style, while in Germany it had really deteriorated. By at once reducing the bulk of the letters, diminishing the thickness of the sheets, and condensing the whole, he showed clearly that the books could be made even more legible, while they were but one-quarter the size and expense.

After four years' experience had proved the advantage of this method, the change was adopted in England and Scotland, but not with precisely the same form of letter indeed, but in the great principle. The Glasgow Institution especially, began to issue a series of books, which will be of great value to the blind. The Government of England, with a laudable desire to promote the cause of humanity, has recently appropriated the sum of £400 sterling to one establishment, to aid in printing more books for the blind.

The Philadelphia Institution is also aiding in the good work; and while we rejoice in the munificent endowment which it has lately received, we indulge the hope that it will benefit the blind of the whole country by printing a series of well selected books.

We shall have little reason to regret that our Institution cannot continue to take the lead in this humane undertaking, provided the blind obtain the books from some other quarter.

It is to be feared, however, that without the zealous co-operation of all the Institutions, and without generous rivalry among them, the progress both of printing books and improving the method, will be slow; and could our press be kept in operation, either by the liberality of individuals or the patronage of government, we cannot but think great good would result.

If the legislatures of each of the New England States would appropriate a small sum for this specific purpose, upon the condition of every blind person in the State who could read being supplied gratuitously with a copy of each work printed, it would give an impetus to the undertaking which would ensure the end so often and so warmly urged by our Director, a select library of general literature for the blind.

Our country would then have the laudable gratification of being the first to do its duty, by supplying intellectual light to those who, in the

wise Providence of God, are left in physical darkness, and thrown upon the sympathy of their more favored fellows.

Among many interesting proofs of the good effects of printing for the blind, we may mention the following facts, which have recently come to our knowledge.

An English missionary in India, received a specimen of printing in one of our Reports, he showed it to a poor English soldier who had become blind—the man soon learned to read it, and rested not until he obtained a copy of the Testament.

Miss——— carried some of our books to England, and one of them fell into the hands of a blind woman who gained a livelihood by washing—notwithstanding the nature of her occupation, she soon learned to read, and now takes great delight in doing so.

Applications for books have been received from various parts of this country and from England, for blind persons who have learned to read at home.

We have also been solicited to receive from China two blind girls, who had been taught English. Mr. Gutzlaff, who made the application, supposed that if they should be educated and taught to do various kinds of work, they would prove of great benefit to their countrymen on their return.

However much we approved the benevolent purpose of the applicant, we did not feel authorized to divert the funds of the Institution from the youth of our country.

We may remark in connection with the subject of printing, that some improvements have been made during the year, in the construction of apparatus for teaching the blind; a new chart, showing the course of historical events on the plan of Dr. Priestly's chart, has been made *in relief*. Dissected maps also have been introduced, not divided arbitrarily, as is usually done, but according to the boundaries of countries. This is a most excellent way of giving children a correct idea of the size, shape and position of each country, and to the blind promises to be of great advantage.

For the financial affairs of the Institution, we would refer you to Appendix C, being the report of the Treasurer.

In conformity to law, we submit to you an inventory of the real estate, and of the movable property of the Institution. On the whole property we have effected insurance to the amount of $42.000.

The presses and apparatus for printing, are in good order, and there is a full stock of various kinds of type. These will be valuable at some future period, if they cannot be used now.

We have thus alluded to the state of all the various departments and interests of the Institution; but we cannot close without expressing our sense of gratitude to that overruling Providence which has kindly disposed the hearts of our legislators and of the public towards it, and which has been so favorably manifested since its very origin.

Only seven years ago this Institution was confined to an obscure room in an obscure street, where three or four blind children were learning to read; it had not only no property, but was in debt; it had no hope, except that of a successful appeal to the public; the worldly wise smiled at the visionary attempt, and even the well disposed said, "we see no light to guide you."

But the appeal was made, and made successfully; for it went to the heart of a generous public, and an enlightened legislature. They said, let there be an Institution suitable for the blind, and there is one.

That it may continue to deserve and receive the confidence of the public, and the patronage of the legislature, is our sincere wish.

We have endeavored to place the Institution among the foremost of the kind in the world; we have endeavored to make it useful to the blind and honorable to the Commonwealth; how far we have succeeded, you and the public must decide.

In closing this Report, the Trustees would again acknowledge their obligation to the Director, Dr. Howe, to whom society is greatly indebted not only for his excellent management of this Institution, but for the important improvements he has introduced in the art of printing for the blind.

APPENDIX A.

List of Subscriptions for defraying the Expenses of removing the Institution to South Boston.

Samuel Appleton,	1000	George R. Russell,	25
F. C. Gray,	200	Dana, Evans & Co.	25
George Ticknor,	200	H. M. Haynes,	25
William H. Prescott,	100	Frederick Cabot,	25
John A. Lowell,	100*	Jabez C. Howe,	25
Francis Fisher,	50	David Wood,	25
Nathaniel Emmons,	50	George F. Haskins,	25
Charles Codman,	50	J. H. Pearson,	25
George Hallett,	50	B. W. Crowninshield,	20
T. B. Wales, jr.	25	Josiah Quincy, jr.	10
J. N. Howe, jr.	25		
S. G. Howe,	25		2005

Donations for the purpose of Printing for the Blind. Received in 1839.

Of Samuel May,	100
" Dr. Shattuck,	100
" Mrs. Joy,	50
" a Stranger, by John Ball,	10
" Mr. Picard, of Havana, (annual)	10
" Mr. ———, stranger,	50
" Mr. ———, stranger,	5
	325

*Received since closing the annual account of the Treasurer.

APPENDIX B.

The account given in the Report of Laura Bridgman, though sufficiently minute for conveying an idea of her situation and acquirements, is not sufficiently so for those who regard her case as interesting and important in a psychological point of view.

Such persons are assured that careful observations continue to be made, with a view to ascertaining the order of developements and the peculiar character of her intellectual faculties. The result will probably be made public, mean time, the following general observations, added to those in the last Reports, will serve to make out a general continuous history of the case.

Having mastered the manual alphabet of the deaf mutes, and learned to spell readily the names of every thing within her reach, she was then taught words expressive of positive qualities, as hardness, softness; and she readily learned to express the quality, by connecting the adjective hard on soft with the substantive; though she generally followed what one would suppose to be the natural order in the succession of ideas, placing the substantive first.

It was found too difficult, however, then to make her understand any general expression of quality, as hardness, softness in the abstract. Indeed, this is a process of mind most difficult of performance to any, especially to deaf mutes.

One of her earliest sentences after learning the adjectives was this—she had found the matron ill, and understood that her head pained her, so she said, "*Smith head sick—Laura sorry.*"

Next she was put to the positive expression of relation to place, which she could understand. For instance, a ring was taken and placed *on* a box, then the words were spelt to her, and she repeated them from imitation. Then the ring was placed *on* a hat, and a sign given her to spell, she spelt, *ring on box*—but being checked, and the right words given, she immediately began to exercise her judgment, and, as usual, seemed intently thinking. Then the same was repeated with a bag, a desk, and a great many other things, until at last, she learned that she must name the thing *on* which the article was.

Then the same article was put *into* the box, and the words ring *in* box given her—this puzzled her for many minutes, and she would make mistakes;—for instance, after she had learned to say correctly whether the ring was *on* or *in* a box, a drawer, a hat, a bucket, &c., if she were asked where is house, or matron, she would say *in* box. Cross questioning, however, is seldom necessary to ascertain whether she really understands the force of the words she is learning;—for when the true meaning dawns upon her mind, the light spreads to her countenance.

In this case the perception seemed instantaneous, and the natural sign by which she expressed it was peculiar and striking: she spelt *o n*, then laid one hand *on* the other; then she spelt, *i n t o*, and enclosed one hand *within* the other.

Some idea of the difficulty of teaching her common expressions, or the meaning of them, may be found from the fact that a lesson of two hours upon the words *right* and *left* was deemed very profitable, if she in that time really mastered the idea.

No definite course of instruction can be marked out, for her inquisitiveness is so great, that she is very much disconcerted if any question which occurs to her is deferred until the lesson is over. It is deemed best to gratify her, if her inquiry has any bearing on the lesson; and often she leads her teacher far away from the objects he commenced with.

For instance picking up a nail in one of her lessons she instantly asked its name, and it being spelt, she was dissatisfied, and thought the teacher had made a mistake, for she knew *n a i l* stood for her finger nail, and she was very anxious to go to head quarters, to be sure the teacher was right.

She often asks questions which unfortunately cannot be satisfactorily answered to her, for it is painful to excite such a vivid curiosity as now exists in her mind, and then baulk it. For instance, she once asked with much eagerness why one arrangement of letters was not as good as another to express the name of a thing; as why *t a c* should not express the idea of the animal, as well as *c a t*. This she expressed partly by signs, and partly by words, but her meaning was perfectly clear; she was puzzled and wished an explanation.

An extract from the diary kept by her instructer, will give an idea of her manner of questioning.

December 3.

"Spent one hour in giving Laura an idea of the meaning of the words left and right. She readily conceived that left hand, meant *her* left hand, but with difficulty generalized the term. At last however she caught the idea, and eagerly spelt the name of her arms, hands, fingers, feet, ears, &c., as they were touched, and named them, right or left, as might be; suddenly pausing however, and looking puzzled, she put her finger on her *nose*, and asked if that were left or right; thus she continually puzzles one; but such is her eagerness to find out one's meaning, such a zealous co-operation is there on her part, that it is a delightful task to teach her."

"Uses today freely the prepositions *in* and *on*: she says teacher sitting *in* sofa:—do not dare to correct her in such cases of anomalous usage of the preposition, but prefer to let her be in error, than shake her faith in a rule given: the corrections must be made by and by: the sofa having sides, she naturally says *in*."

In her eagerness to advance her knowledge of words and to communicate her ideas she coins words, and is always guided by analogy, Sometimes her process of *word-making* is very interesting; for instance, after some time spent in giving her an idea of the abstract meaning of *alone*, she seemed to obtain it, and understanding that being *by one's self* was to be alone, or *al-one*. She was told to go to her chamber, or school, or elsewhere and return *alone*; she did so, but soon after, wishing to go with one of the little girls, she strove to express her meaning thus, Laura go *al-two*.

The same eagerness is manifested in her attempts to define for the purpose of classification: for instance, some one giving her the word bachelor she came to her teacher for a definition, she was taught that men who had wives were *husbands*, those who had none, *bachelors*; when asked if she understood she said "*man no have wife-bachelor—Tenny bachelor:* referring to an old friend of her. Being told to define bachelor, she said "*bachelor, no have wife, and smoke pipe.*" Thus she considered the individual peculiarity of smoking in one person, as a specific mark of the *species bachelor*.

Then in order to test her knowledge of the word, it was said by her teacher Tenny has got no wife, what is Tenny?

She paused, and then said, *Tenny is wrong!*

The word widow being explained to her, a woman whose husband is dead, and she being called upon to define she said, "*widow is woman. man dead, and cold,*" and eked out her meaning, by sinking down, and dropping her hand, to signify *in the ground.*

The two last words she added herself, they not having been in the definition: but she instantly associates the idea of *coldness* and *burial* with death.

Her having acquired any idea of death was not by the wish of her teacher, it having been his intention to reserve the subject until such a developement of her reason should be attained as would enable him to give a correct idea of it.

He hopes still, by aid of the analogy of the germination and growth of plants, to give her a consoling hope of resurrection, to counterbalance the almost instinctive dread of death.

She had touched a dead body before she came to the Institution.

She easily acquired a knowledge and use of active verbs, especially those expressive of *tangible action*; as to walk, to run, to sew, to shake.

At first, of course, no distinction could be made of mood and tense. she used the words in a general sense, and according to the order of her *sense of ideas*; thus, in asking some one to give her bread, she would first use the word expressive of the leading idea, and say "*Laura, bread, give.*" If she wanted water she would say *water, drink, Laura.*

Soon, however, she learned the use of the auxiliary verbs, of the difference of the past, present and future tense; for instance, here is an early sentence, *Keller is sick—when will Keller well;* the use of *be* she had not acquired.

Having acquired the use of substantives, adjectives, verbs, prepositions and conjunctions, it was deemed time to make the experiment of trying to teach her to *write*, and to show her that she might communicate her ideas to persons not in contact with her.

It was amusing to witness the mute amazement with which she submitted to the process, the docility with which she imitated every motion, and the perseverance with which she moved her pencil over and over, again in the same track, until she could form the letter. But when at last the idea dawned upon her, that by this mysterious process she could make other people understand what she thought, her joy was boundless.

Never did a child apply more eagerly and joyfully to any task than she did to this, and in a few months she could make every letter distinctly, and separate words from each other.

The following anecdote will give an idea of her fondness for teasing, or innocent fun or mischief. Her teacher looking one day unobserved into the girls' play room, saw three blind girls playing with the rockinghorse. Laura was on the crupper, another in the saddle, and a third clinging on the neck, and they were all in high glee, swinging backward and forward as far as the rockers would roll. There was a peculiarly arch look in Laura's countenance—the natural language of sly fun. She seemed prepared to give a spring, and suddenly when her end was lowest, and the others were perched high in the air, she sidled quickly off on to the floor, and down went the other end so swiftly as to throw the girls off the horse.

This Laura evidently expected, for she stood a moment convulsed with laughter, then ran eagerly forward with outstretched hands to find the girls, almost screamed with joy. As soon, however, as she got hold of one of them, she perceived that she was hurt, and in-

stantly her countenance changed, she seemed shocked and grieved, and after caressing and comforting her playmate, she found the other, and seemed to apologise by spelling the word—*wrong*, and caressing her.

When she can puzzle her teacher she is pleased and often purposely spells a word wrong with a playful look; and if she catch her teacher in a mistake, she bursts into an ecstacy of laughter.

When her teacher had been at work giving her an idea of the words carpenter, chair maker, painter, &c., in a generic sense, and told her that blacksmith made *nails*, she instantly held up her fingers and asked if blacksmith made them, though she knew well he did not.

With little girls of her own age she is full of frolic and fun, and no one enjoys a game at *romps* more than Laura.

She has the same fondness for a dress, for ribbons, and for finery as other girls of her age, and as a proof that it arises from the same amiable desire of pleasing others, it may be remarked that whenever she has a new bonnet or any new article of dress, she is particularly desirous to go to meeting, or to go out with it. If people do not notice it, she directs their attention by placing their hand upon it.

Generally she indicates her preference for such visitors as are the best dressed.

She is so much in company with blind persons that she thinks blindness common, and when first meeting a person she asks if they are blind, or she feels of their eyes.

She evidently knows that the blind differ from seeing persons, for when she shows blind persons any thing she always puts their fingers on it.

She seems to have a perception of character, and to have no esteem for those who have little intellect. The following anecdote is significant of her perception of character, and shews that from her friends she requires something more than good-natured indulgence.

A new scholar entered school—a little girl about Laura's age. She was very helpless, and Laura took great pride and great pains in showing her the way about the house, assisting her to dress and undress, and doing for her many things which she could not do for herself.

In a few weeks it began to be apparent even to Laura, that the child was not only helpless but naturally very stupid, being almost an idiot. Then Laura gave her up in despair and avoided her, and has ever since had an aversion to being with her, passing her by as if in contempt. By a natural association of ideas she attributes to this child all those countless deeds which Mr. *Nobody* does in every house —if a chair is broken, or any thing misplaced and no one knows who did it, Laura attributes it at once to this child.

It has been observed before that she is familiar with the processes of addition and subtraction in small numbers. Subtracting one number from another puzzled her for a time, but by help of objects she accomplished it. She can count and conceive objects to about one hundred in number—to express an indefinitely great number, or more than she can count she says, *hundred*. If she thought a friend was to be absent many years she would say—will come hundred *Sundays*—meaning weeks. She is pretty accurate in measuring time, and seems to have an intuitive tendency to do it. Unaided by the changes of night and day, by the light, or the sound of any timepiece, she nevertheless divides time accurately.

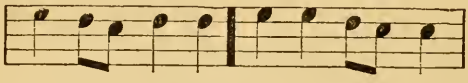
With the days of the week, and the week itself as a whole she is perfectly familiar; for instance, if asked her what day will it be in fifteen days more, she readily names the day of the week. The day she di-

vides by the commencement and end of school, by the recesses, and by the arrival of meal-times.

She goes to bed punctually at seven o'clock, and of her own accord. For some time after she came under our charge she had some one to put her to bed every night; but soon it was thought best to send her alone, and that she might not wait for any one, she was left alone one evening and she sat until quite late, a person watching her: and at last she seemed to form her resolution suddenly—she jumped up and groped her way up to bed. From that time to this she has never required to be told to go to bed, but at the arrival of the hour for retiring, she goes by herself.

Those persons who hold that the capacity of perceiving and measuring the lapse of time is an innate and distinct faculty of the mind, may deem it an important fact that Laura evidently can measure time so accurately as to distinguish between a half and whole note of music.

Seated at the pianoforte she will strike the notes in a measure like the following, quite correctly.



Now it will be perceived that she must have clear perception of lapse of time in order to strike the two eighths at the right instant, for in the first measure they occur at the second beat, in the second measure at the third beat.

There is no doubt that practice will enable her to sub-divide time still more minutely. Possibly some attach an undue degree of importance to this power of measuring time, considered in a metaphysical point of view, for any one may make the same experiment upon himself, and by stopping his ears and closing his eyes, will find he can measure time, or the *duration of his sensation*, and know which of two periods is longest; nevertheless we shall continue carefully to note the phenomena in the case of Laura for the benefit of whom they may concern.

It is intereresting in a physiological point of view to know the effect of the deprivation of three senses upon the remaining two.

The sense of smell being destroyed, it seems a curious question whether the effect upon the organ of taste is general or particular. That is, whether the taste is blunted generally, and for all things alike, or whether one kind of sapidity is more effected than another; to ascertain this some experiments have been tried but as yet not enough to enable one to state confidently the results in minute distinction. The general conclusions are these.

Acids seem to make vivid and distinct impression upon the taste, and she apparently distinguishes the different degrees of acidity, better than of sweetness or bitterness. She can distinguish between wine, cider and vinegar, better than substances like manna, liquorice and sugar. Of bitters she seems to have less perception or indeed hardly any, for on putting powdered rhubarb into her mouth she called it *tea*, and on one saying *no*, and telling her to taste *close*, she evidently did try to taste it but still called it tea, and spit it out—but without any contortion or any indication of its being particularly disagreeable.

Of course she has a repugnance to these kind of experiments, and it seems almost imposing upon her good-nature to push them very far;

we shall however be soon able to ascertain certainly how far she can distinguish different sapid bodies. Those who are curious in the physiology of the taste know that the highest degree of *gusto*, or the acme of pleasure, is not obtained until just as the morsel has slipped over the glottis, and is on its way beyond power of recall down the oesophagus. This seems to be a wise precaution of nature to prevent the stomach being cheated of its due, for if the highest degree in pleasure of eating could be obtained without absolutely swallowing the morsel —the epicure could have an exhaustless source of pleasure and need never degenerate into the *gourmand.*

Some physiologists who have speculated upon this subject, consider that this final climax of the pleasure of taste is produced by a fine aroma which rising from the morsel, and mounting up the fauces pleasantly titilates the ramifications of the olfactory nerve. The fact that when we have a cold in the head, and the fauces are obstructed, the taste blunted seems to bear out this supposition; but from some observations in Laura, one would be inclined to think that some other cause must contribute to the effect.

She appears to care less for the process of mastication than deglutition; and probably it is only the necessity of mechanical trituration of food, which induces her to go through with it, before hastening to the pleasant part of swallowing. Now as the imperfection of smell impairs the taste in the tongue and palate during mastication, it should have the same effect in deglutition, supposing this theory to be correct; but it seems not to be so—else Laura would have little inducement to swallow—save to fill a vacuity of stomach. Now it seems doubtful whether the feeling of vacuity of stomach, strictly speaking, would show a child the road for the food, or whether it would not be as likely to stuff bread into its ear, as into its mouth—if it had no pleasurable sensation in tasting; and further, if the pleasurable sensation did not increase and tempt to deglutition, it is doubtful whether hunger or vacuity of stomach *alone* would teach a child to swallow the chewed morsel.

On the whole she seems to care less for eating than most children of her age.

With regard to the sense of touch it is very acute—even for a blind person. It is shown remarkably in the readiness with which she distinguishes persons; there are forty inmates in the female wing, with all of whom of course Laura is acquainted; whenever she is walking through the passage-ways, she perceives by the jar of the floor, or the agitation of the air, that some one is near her, and it is exceedingly difficult to pass her without being recognized. Her little arms are stretched out, and the instant she grasps a hand, a sleeve, or even part of the dress, she knows the person and lets them pass on with some sign of recognition.

The innate desire for knowledge, and the instinctive efforts which the human faculties make to exercise their functions is shown most remarkably in Laura. Her tiny fingers are to her as eyes, and ears, and nose, and most deftly and incessantly does she keep them in motion; like the feelers of some insects which are continually agitated, and which touch every grain of sand in the path, so Laura's arms and hands are continually in play; and when she is walking with a person she not only recognizes everything she passes within touching distance, but by continually touching her companion's hands she ascertains what he is doing. A person walking across a room while she had hold on his left arm, would find it hard to take a pencil out of his waistcoat pocket with his right hand, without her perceiving it.

Her judgment of distances and of relations of place is very accurate; she will rise from her seat, go straight towards a door, put out her hand just at the right time, and grasp the handle with precision.

When she runs against a door which is shut, but which she expected to find open, she does not fret, but rubs her head and laughs, as though she perceived the ludicrous position of a person flat against a door trying to walk through it.

The constant and tireless exercise of her feelers gives her a very accurate knowledge of everything about the house; so that if a new article, a bundle, bandbox or even a new book is laid anywhere in the apartments which she frequents, it would be but a short time before in her ceaseless rounds she would find it, and from something about it she would generally discover to whom it belonged.

She perceives the approach of persons by the undulations of the air striking her face; and she can distinguish the step of those who tread hard, and jar the floor.

At table, if told to be still, she sits and conducts herself with propriety; handles her cup, spoon, and fork, like other children; so that a stranger looking at her would take her for a very pretty child with a green ribbon over her eyes.

But when at liberty to do as she chooses, she is continually feeling of things, and ascertaining their size, shape, density, and use—asking their names and their purposes, going on with insatiable curiosity, step by step, towards knowledge.

Thus doth her active mind, though all silent and darkling within, commune by means of her one sense with things external, and gratify its innate craving for knowledge by close and ceaseless attention.

Qualities and appearances, unappreciable or unheeded by others, are to her of great significance and value; and by means of these her knowledge of external nature and physical relations will in time become extensive.

If the same success shall attend the cultivation of her moral nature, as has followed that of her intellect and her perceptive faculties, great will be the reward to her, and most interesting will be the results to others.

APPENDIX C.

Dr. *R. D. Tucker, in account with the Perkins Institution for the Education of the Blind.* Cr.

1839 Jan. 19.	To amount of funds on hand - - -	2,981 15	1840 Jan. 1.	By amount paid for board, fuel, washing and domestic services -	6,452 00
	" deposited in Boston Bank, -	9,200 00		salaries of Officers - - - -	3,280 68
	9 shares in New England Bank - -	900 00		repairs in 1838, Pearl street - -	642 29
		13,081 15		for Printing - - - - - -	1,272 40
	amount received donations for removal	2,005 00		for Musical Instruments - - -	457 28
	" on account of Printing fund -	333 00		Medicines - - - - - -	49 98
	" sundry small donations - -	15 00		Printing Annual Report and Advertising - - - - - -	92 34
	" of sales of floor cloths at Pearl street - - - -	100 75		Insurance - - - - - -	160 00
	" of sale of old Piano - -	21 94		for an out boarder - - - -	69 00
	" of sale of Steam Works -	95 00		bills for alteration at South Boston -	5,627 97
	" from States for appropriations	9,348 93			18,103 87
	" of pay of pupils - - -	483 25		amount on deposit - - - - -	7,500 00
	" of Bank dividends - - ,	284 00		" 9 shares in N. E. Bank -	900 00
	" Concerts - - - -	805 75		" cash balance - - -	69 90
		26,573 77			26,573 77

OFFICERS

OF

THE CORPORATION,

FOR 1840.

PRESIDENT,

PETER C. BROOKS.

VICE PRESIDENT,

THOMAS H. PERKINS.

TREASURER,

PETER R. DALTON.

SECRETARY,

SAMUEL G. HOWE.

TRUSTEES,

EDWARD BROOKS,
THOMAS G. CARY,
SAMUEL A. ELIOT,
JOHN D. FISHER,
OZIAS GOODWIN,
JOHN HOMANS,
SAMUEL P. LOUD,
HORACE MANN,
SAMUEL MAY,
JAMES K. MILLS,
ROBERT RANTOUL,
ROBERT C. WINTHROP.

NINTH

ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

MASSACHUSETTS

ASYLUM FOR THE BLIND,

TO THE

CORPORATION.

BOSTON:
JOHN H. EASTBURN, PRINTER.

1841.

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ANNUAL REPORT.

TO THE MEMBERS OF THE CORPORATION.

GENTLEMEN:

THE following Report for the year 1840, is respectfully submitted.

Seven pupils have been discharged; one has deceased; and ten have been admitted.

The present number of blind persons connected with the Institution is sixty-seven. Of these, thirty-seven are beneficiaries of the State of Massachusetts; fifteen are beneficiaries received on warrants from other States; three pay their own expenses; seven pay a part of their expenses; and five pay nothing.

They have been generally healthy; and the single death which we have to report, is the only one which has occurred during three years. The deceased was Adeline Munroe of Cambridge, an interesting girl, twelve years of age. She was of a feeble constitution, and predisposed to phthisis, of which she died.

But although we have to lament this dispensation, there is abundant reason for gratitude to that over

ruling Providence, which has smiled beneficently upon our charge, and blessed with success during another year, the efforts for its welfare.

It may be regarded as peculiarly fortunate, that but one death has occurred among the pupils during three years, and that they have usually been in excellent health, because in a community of blind persons, one would naturally look for more illness and greater mortality than among an equal number of seeing persons similarly circumstanced, and for various reasons.

First, because in many cases, blindness is only a symptom, or a local effect of some general cause which affects the whole physical organization.

Second, because in childhood they do not have the powers of the system properly developed.

Lastly, but most especially, because their infirmity is a hindrance to that free and almost ceaseless exercise of the muscular system, which seems necessary in youth for the full development of the bodily powers, and which fits it for firm endurance through long life.

We have endeavoured to counteract the effects of the second, and to obviate the third evil, in the youth committed to our care; but we have often to contend with an almost insuperable repugnance to locomotion. With children indeed, there is no such difficulty; nature provides such an exuberance of animal spirits, that motion, not rest, seems their natural condition; and a dozen blind children put into a clear room or play-ground will so make it ring with their merry shouts, and so heartily play their simple games, as to show that bare existence is a boon, and that sun-light and eye-sight are but its additional blessings.

For this reason it is desirable that blind children should be sent early to an Institution; because it is only in company with others similarly situated, that they will be sure to have free scope for their inclination to exercise their limbs. An isolated blind child is unable to join in the sports and excursions of his brothers and their playmates, and he is left alone in the house; the mother checks what inclination he manifests to move about, because it seems dangerous to let him go alone; she tries to furnish him amusement which requires no locomotion, and teaches him to seek in the rocking chair the only kind of movement which she deems safe. In this way the great majority of blind children grow up without that exercise in the open air which is so necessary for healthy developement of the system.

Most of our pupils are over fourteen years old when they enter, and they have generally the quiet and staid demeanour, and the sedentary habits of adults. If allowed to continue in these, they can never have robust health, or enduring constitutions; for nature requires during the period of growth that there should also be considerable waste to the system; and she will never be balked of her requirements without making the offenders pay the penalty, and with high interest too.

Hence it is necessary to be very rigid in requiring the pupils to go to walk daily; to go through with gymnastic exercises in winter; and to resort freely to sea-bathing in the summer.

But with all this it is hardly possible to remedy the evils of early habits; and hence it is so very rare to see even an educated blind person with an erect frame, a well developed chest, and that clear glowing

countenance which is not only an essential ingredient of beauty, but a sure indication of health.

But the ill effects of early inaction cease not here; few persons born blind attain to old age; and the great majority when they become adults are feeble, nervous, and peculiarly liable to epileptic and similar affections.

Nor is this the worst feature of the case; body and mind react upon each other; the little games of childhood are preparatory to the greater games of manhood; the ball, the kite, and the hoop, call for thought, invention, and energy; and every game excites emulation and perseverance, all simple and childish indeed, but no more so than were the early mental efforts of a Cæsar or a Newton. The blind have seldom this early training; they do not meet and overcome opposition and difficulty by effort and energy, but they have their wants supplied to their hand; the mother runs and fetches whatever the child requires, and pets and humours it continually. The consequence is that he is unfitted for the rough arena of the world; and in after life is apt to be uneasy under any discipline, daunted by any obstacle, and fretted by the least opposition.

This is not always, but it is too often the case; the tendency of such treatment is to make the subject of it as deficient in mental energy, as he is in external senses; and there is no more certain corrective of the evil than placing the child in a community of persons resembling him in all respects, where he is not discouraged by a sense of marked inferiority, and where he can put forth his energies with a reasonable hope of success as great as that of his fellows.

Thus, it is seen, that blindness is more than the mere privation of one sense; it affects the whole physical and moral man; because,

> "From nature's chain whatever links you strike,"
> "Tenth, or ten thousandth breaks the chain alike."

To train the intellect merely; to impart knowledge to the blind, is comparatively an easy task; for so doth the soul thirst for knowledge, that it will attain it even when half its avenues are blocked up; and a sponge placed in water will not more certainly imbibe it than will the mind of man take in a knowledge of the condition and relations of things with which his body is surrounded. If the eye be obstructed, the ear opens wider its portals, and hears your very emotions in the varying tones of your voice; if the ear be stopped, the quickened eye will almost read the words as they fall from your lips; and if both be close sealed up, the whole body becomes like a sensitive plant—the quickened skin perceives the very vibrations of the air, and you may even write your thoughts upon it, and receive answers from the sentient soul within.

But there is much else to do besides conveying intellectual light to the benighted blind; there is much that can only be done by the mother, and in the nursery; and it is with a view of drawing their attention to this subject, that we have made these remarks.

We would not only receive children as early as they can well leave a mother's care, but we would have them trained by her to do for themselves every thing which it is possible for them to do; that is, every thing which seeing persons can do for themselves without light.

We would, if possible, extend the advantage of our system of training beyond the walls of the Institution, and make our experience useful to as many blind children as possible; and we would say to their parents and friends—never check the motions of the child; follow him, and watch him to prevent any serious accident, but do not interfere unnecessarily; do not even remove obstacles which he would learn to avoid by tumbling over them a few times. Teach him to jump rope, to swing weights, to raise his body by his arms, and to mingle, as far as possible, in the rough sports of your other boys; do not be over apprehensive of his safety, and if you should see him clambering in the branches of a tree, be sure he is less likely to fall than if he had eyes. Do not too much regard bumps upon the forehead, rough scratches, or bloody noses; even these may have their good influences; at the worst, they affect only the bark, and do not injure the system like the rust of inaction.

Let a boy saw wood, take care of cattle, do jobs about the house; and if you can afford it, let him have a leader to go off upon long excursions; let him learn to ride, to swim, to row, to skate, &c.

Bring up a girl to be active about the house; to do every possible kind of work which requires motion of the body; and do not confine her too much to knitting, sewing, &c. As for intellectual knowledge, only set it before any children in the proper shape, and they will take it as surely as they will their food. Do not forbid blind children to feel of any thing within their reach, or even to clamber up to reach more; remember that telling a blind child not to feel of things, is like telling seeing children not to open their eyes, and look at them. Put out of their way

what they may injure, or gratify their curiosity by letting them pass their fingers over it once, and then explain why you wish them to abstain afterwards. But especially, let them have every opportunity of trying to acquire knowledge of *things;* they will pick it up even in situations where you would hardly expect; we have, for instance, known blind boys go into a Menagerie, and acquire a more correct idea of the size, shape, and habits of animals than most seeing boys would: They are not content with hearing that a camel is five feet high, and has a hump on his back; or that an elephant has rough hide, and scattered hairs; but desire to mount on the one, and to feel of the other, and they should be gratified, if possible.

You can early teach your child the power of letters, the division of syllables, as well as how to spell; you can teach him grammar, mental arithmetic, &c.; and you can give him much useful knowledge, by a select course of reading.

Nothing perhaps will compensate fully for the advantages which the child would derive from being in a little community of blind persons; but if you cannot send him to a school for the blind, you can teach him to read raised letters; the elementary lessons for which can be had gratuitously by application at our Institution.

But especially should his musical talents be early developed and well cultivated; for even should his lot in life be ever so poor and lowly, music will not only lighten and gladden many a dark hour, but it will elevate and purify his mind.

The study of music as a science must ever be considered of great importance in the education of the

blind. Here they labor under no disadvantage; for although the contrivance of embossed notes can never equal in value that of printed ones; yet the blind person has an advantage over the seeing one in the greater quickness and delicacy of his ear, and in his nicer faculty of measuring time.

The musical profession is one which a blind person may follow with ease and profit to himself, and with benefit to the community. As tuners of pianos, as organists, as teachers of music, they may succeed well; of this we have had proof in the case of former pupils of our Institution, several of whom, we are happy to say, are now earning an honorable livelihood in that way. We do not however confine musical instruction to those who have so much natural talent for it, as to fit them to become teachers; but we cultivate a taste for it in all the pupils; and they almost without an exception are found capable of bearing a part in the choir, or performing in the orchestra.

Its moral effects are sometimes powerful, and always good; for, although those who have a nice organization, and who have passed whole years

> "Untwisting all the chains that tie
> The hidden soul of harmony,"

can alone draw from it its almost intellectual delights; and though, (in the language of an elegant writer,) "relatively to minds that are capable of enjoyments "more truly intellectual, it is to be considered as a "mere pastime relaxation, it assumes a far higher "character in its relations to the general pleasures of "common minds, and may be said, at least, to be the "intellectual luxury of those who are incapable of

"any other luxury that deserves so honorable a name. "And it is well that there should be some intermediate "pleasure of this sort, to withdraw for a while the dull "and sensual from the grosser existence in which they "may be sunk, and to give them some glimpses, at "least, of a state of purer enjoyment, than that which "is to be derived from the sordid gains and sordid "luxuries of common life."

Wise and humane considerations like these call for the culture of musical taste in all children, but with tenfold force in the case of the blind; that it may beguile their solitary hours; that it may strengthen their social relations, by enabling them to contribute to social enjoyments; and that it may adorn and elevate their devotion, when engaged in the private or public rites of religion.

Accordingly they have always had due weight in the administration of our Institution; and great expense has been incurred, to provide all the necessary instruments; and great pains have been taken to secure the services of able and scientific teachers.

During the past year, the progress of the pupils has not been equal, perhaps, to that of former years, owing to the illness of our esteemed professor, Mr. Keller. It has been such, however, as, all things considered, does credit to the pupils, and to him.

In the department of more purely intellectual education, the same course has been pursued, as in former years, and which has been detailed in former reports.

Most of the pupils spend four hours, daily, in the school, where are taught arithmetic and algebra, geography, grammar, history, and natural and moral

philosophy. The instruction is, of course, mostly oral, and the classes are small. The teacher is required to secure the attention of every pupil, which is very easy when things, not words, are taught, and where the child called upon to exercise his own faculties, and analyze every thing he hears, is converted from a passive recipient into an active inquirer for knowledge. The pupils have not the questionable advantage of learning lessons by rote, from books; but neither do they have its positive disadvantages. Truth and knowledge, when presented in the proper form, are so attractive to them, that it has not to be whipped in, nor coaxed or bribed in; and, if our school has none of the boasted good effects of emulation and fear, it has at least none of their ill effects.

The time devoted to school is short; for there is a recess of fifteen minutes at the end of each hour; but, as a general thing, every mind is intently engaged every minute of the time; and, as an hour of music comes between each hour of school, the mind being fresh can work with great vigor.

We need not dwell upon the particular mode of instruction, or explain the apparatus by which whatever of visible illustration is given in common schools in ours is made tangible; this has been done often.

In illustration, however, of what has been asserted in former reports, that instruction in all branches could be given in this way, it may be mentioned that one of our pupils, Joseph B. Smith, blind from his cradle, was presented last commencement for admission at Cambridge University, passed a satisfactory examination, and has thus far maintained a respectable rank in his class. He has no favor shown him,

and has been excused from no studies on account of his blindness, but is able to grapple with and master all of them.* He is likewise organist at the chapel. His age is seventeen; and, as without any extraordinary natural ability, he has been enabled to acquire the attainments necessary for entering College, and an acquaintance with many collateral subjects besides, his case may serve as an encouragement to any young blind persons who may desire to cultivate their intellect.

It is proper to mention in this connection the case of Laura Bridgman, the deaf, dumb, and blind child, who has excited great interest in all who have seen her; and who has become greatly endeared to all those who have intimate acquaintance with her. She has continued to grow in intellect, as well as in stature, and has improved in personal appearance; for her countenance is more expressive of her feelings, and her motions are more graceful and easy.

It was stated in the last year's report that she could sew, knit, braid, and be very handy about

* He gets his lessons by help of his chum, who reads them over to him carefully, and seeks out in the lexicon the meaning of those words which he does not understand. Smith carries his grammar in his head, and applies the rules in analyzing the sentences; and when once he has learned their meaning and structure, he does not easily forget it. So in mathematics; his chum reads the demonstrations aloud, and fixes his eyes upon the figure, in order to understand it; but Smith has his figure before his mind's eye, and by strong effort fixes it there until the demonstration is perfectly clear.

It will be perceived at once, who is obliged to make the greatest intellectual effort: and the effect, too, of such effort, continued through all the studies of youth, will be understood by all who reflect that a mental faculty is as much strengthened by exercise, as is the arm of a blacksmith by labor.

When the demonstration is very long, and the figure so complicated that even the vice-like gripe of a blind man's attention cannot hold it up steadily before his mind, it is very easy to have it embossed upon thick paper, and then it may be examined by the fingers.

house work; also that she had acquired a knowledge of the manual alphabet of the deaf mutes, and even the power of writing a legible hand, and of committing her simple thoughts to paper in simpler language. In regard to all these she has improved very much during the year, especially in the use of language. For a detailed account of the mode of instruction, and of the phenomena which have been exhibited in her case, we refer you to a report submitted by the Director, and which will be found in Appendix A.

It was mentioned in the last year's report, that great want was felt of an additional department to our Institution for the purpose of providing employment to those pupils who have acquired their education and learned to work, but who could not find employment, or carry on business alone. Many a blind person has acquired a knowledge of some handicraft, but he cannot work at it, as seeing workmen do, or be employed in a common workshop; he has no capital, perhaps, and cannot buy materials, or wait uncertain time for the sales, and he is idle. It is for the sake of such persons we are happy to say, that a separate work department has been opened during the past year; and a beginning has been made of an establishment which, if successful will become of great value to the blind.

Five males, and four females have been steadily employed during a great part the year, besides some who have worked occasionally.

The principle is to allow them as much as they can earn over and above the cost of their board: part of them however work by the week; the highest amount of wages being $12 per month and board.

The amount paid out in cash to blind persons for work during the past year is $600.

It is not intended to be a source of gain to the Institution; on the contrary it must be a pecuniary loss at the outset; it is wholly for the benefit of the individuals who work in it; and as long as the liberal appropriation from the State shall be continued, it will not be necessary to deduct from the profits of the work, any thing to pay for the general expenses of supervision.

In this department the blind feel perfectly independent, being assured that they earn the bread they eat; and if any surplus remains to them, it is far more prized than would be ten times the amount of alms.

The males in this department, being principally adults, have no connexion with the school; they have a separate table, and separate apartments; and are no farther subject to the rules of the establishment than is necessary for good order. When their work is done they pass their evenings as they choose; and generally do choose to listen to reading of the newspapers, or instructive books.

This department is now open to any adult blind persons (not over fifty years of age,) of good moral character; and the regulations are as follows: beneficiaries from Massachusetts are admitted gratuitously; beneficiaries from Maine, Vermont, New Hampshire, or Connecticut, by warrants from their respective States, or security from their friends for the payment of $100 the first year; and fifty dollars the second year.

After the first year an account current will be opened with each pupil; he will be charged with the actual cost of his board, which will not be over two

dollars per week; and he will be credited with the amount paid for him by the State, or by his friends; also with his earnings over and above the cost of the stock which he uses, so that all his earnings over one dollar per week, will be his own. By the third year it will be known whether his earnings will more than pay the actual cost of his board; if they should, he will have it at his option to remain and receive his earnings or not. Those who prove unable to earn their own livelihood will not be retained; as it is not desirable to convert the establishment into an almshouse, or to retain any but working bees in the hive. Those who by physical or mental imbecility are disqualified for work, are thereby disqualified from being members of an industrious community; and they can be better provided for in establishments fitted for the infirm.

All former pupils of this, or of kindred Institutions, who have been regularly discharged, may be admitted to the work department upon the same conditions as those who are upon their second year.

It shall be our endeavour to render this department pleasant and profitable to those who choose to enter it.

Much of its success however, will depend on the disposition of the public to patronize it. The articles manufactured will be warranted to be of the best materials and faithfully made up; and pains will be taken by the use of good stock, and by fidelity of work, to compensate for the apparent disadvantage of inferiority in elegance and neatness of execution.

A blind man cannot finish a broom, or a brush for instance, with that neatness and polish which a seeing workman can; but he can make as strong

and serviceable an article, and he is willing to work for a smaller profit.

At the depository in the city (No. 152 Washington Street, will) be found for sale, mattresses of hair and palm leaf; cushions, entry mats, shoe brushes, cloth-brushes, brooms, and various articles of fancy work. They are offered at fair prices; and the purchaser will not be expected to pay a cent more than the articles are really worth.

As yet, however, the establishment needs patronage: for although the sales have been steadily increasing, they are not sufficient to give employment to all blind persons who need it.

For the amount of work performed during the year, the account of sales, &c., we refer you to Appendix B.

We regret to have to state, that little has been done during the last year, in the printing department.

One work only of any magnitude has been printed and that one principally by the liberality of a single individual. This is to be the more regretted as the impetus which the first successful operation of our press seemed to give to the cause of printing for the Blind in this country, and in Scotland, is not resulting, in all cases, in the publication of such books as will be useful to the blind generally.

The press of the Glasgow Institution, and that of Philadelphia, are now in successful operation.

The books from the Glasgow press are very much inferior to those of Philadelphia, in sharpness and durability of the impression. The selection also of books is such that they are of but little use in this country; for, aside from the Bible (the greater part of which was printed at our press four years ago)

they are principally of a sectarian religious character. The Philadelphia press has added some valuable matter to the literature of the blind; but its operations are not rapid enough for the eager demand.*

We have to acknowledge the friendly courtesy of that Institution, with whom we not only interchange books, but have an understanding which will prevent us from printing the same work at both presses.

We are sorry to say that the same understanding cannot be had with the Glasgow School; and that an offer, on our part, of mutual exchange, has been rejected. We are not unaware of some advantages which would result from a uniformity of characters; but we cannot, however, acquiesce in the opinion of those who seem to fear that the sense of touch of blind children may be exhausted by reading books with a little diversity of letters. Reason and experience show us that individuals have not a given quantity of sensation, which must be economised: but on the contrary, that the amount of it depends upon the exercise of the organs of sense. As little should we fear that hearing Italian music would unfit the ear for listening to, or appreciating any other, as that reading a book, even in German text, would injure the feeling of the blind. We believe, rather, that it will be increased.

Neither have we any fear that by becoming familiar with another kind of printing, our pupils may give it the preference; for such a result, establishing the inferiority of our method, would make us change it, and adopt a better. We shall therefore procure by purchase, the books of the Glasgow press, and put them

* For a list of books printed at the different Institutions, see Appendix C.

into the hands of our pupils: and as an inducement to individuals, and to other Institutions, to continue to print books in raised letters, and for the benefit of our children, we shall order copies of all new works wherever printed.

We trust, however, that our press will not be suffered to rest, but that it will continue to send out standard and useful books.

What seems to be most required, are not books which one would read once or twice only, but works of reference, works of science; those books, in short, which are carefully studied and frequently recurred to: such are some of the works printed at our press; as the New, and parts of the Old Testament, a compendious geography, a grammar, an universal history, a geometry, a political class book, &c.

So certain and so abundant are the returns to him who gives in the true spirit of charity, that it is difficult to say which of its forms is preferable; but surely he who has the means of printing a book for the blind, can wish for no higher gratification than the consciousness that it will beguile the lonely hours of some whose companions have left them for scenes of enjoyment from which their infirmity cuts them off; and that, long after the giver is in his grave, the gift will continue to enliven and gladden many who walk in darkness and in sadness.

We would take this opportunity of acknowledging the courtesy of the Directors of the New York Institution for the Blind, who have sent us a valuable set of the articles manufactured in their workshop.

They consist of baskets, rugs, &c.; and are very beautiful, as well as strong and durable.

They indicate a degree of skill on the part of their pupils, which does their teachers great honor; for

they are quite equal to those of the best European schools, where the attention of the inmates is given solely to handicraft work.

We rejoice also to hear of the success of the more recent establishments in Ohio and Virginia: may they grow and prosper; and may more be erected, until light and knowledge shall be within the reach of every blind person in our land!

For the account of expenses, and of the present state of the finances, we refer you to the appended Report of the Treasurer: whose courtesy and fidelity we take this occasion to acknowledge. The expenses have heretofore been greater than they will need be in future.

The growth of the school has required, at different periods, changes in locality and extension of accommodations, which involved great expense: these, with the purchase of costly apparatus, have nearly exhausted the funds which were raised by contribution many years ago. But a salubrious and convenient building is now secured, which is spacious enough to accommodate the greatest number of blind which the population will furnish for a century, at least; and as it is provided with every thing necessary for effecting the purpose of its creation, we have no fear of its failure through want of funds to continue it.

It is, and must be, dependent upon the liberality of the State, and of charitable individuals; but with a Legislature as enlightened as that of Massachusetts, and in a community as liberal as that which it represents, an Institution for the EDUCATION and RELIEF of the BLIND can need no other guaranty of support, than to require and to merit it.

All of which is respectfully submitted.

At the Annual Meeting of the Corporation, held January 11th, 1841, the President, PETER C. BROOKS, took the Chair.

The Report of the Trustees was read, and accepted: and it was

Voted, That two thousand copies of the Report, and the accompanying Documents, be printed.

SAMUEL G. HOWE,
Sec. of the Corporation.

APPENDIX A.

TO THE TRUSTEES:

GENTLEMEN,

LAURA BRIDGMAN has become extensively known. Human sympathies are always ready to be poured out in proportion to the amount of human suffering. The privation of any one sense is supposed to be a dreadful calamity, and calls at once for our sympathy with the sufferer; but when a human being is known to be deaf, dumb, blind, without smell, and with imperfect taste, that being excites the tender compassion of all who feel, and becomes an object of great curiosity to those who reflect, as well as feel. When the supposed sufferer is a child—a girl—and of pleasing appearance, the sympathy and the interest are naturally increased.

Such is the case with our beloved pupil, Laura Bridgman; and so general is the interest which she has excited, and so numerous are the inquiries concerning her, that I have thought it would be showing proper respect to the public of this section of the country, to publish, in the next annual report, a short history of her case. It is true, an account of the manner of teaching her, and of her progress from year to year, has been given in the reports of 1838, '39, and '40. But those reports are seldom preserved; and hundreds of people have seen her for the first time during the last year. I therefore submit the following imperfect outline of her history.

She was born in Hanover, New Hampshire, on the twenty-first of December, 1829. She is described as having been a very sprightly and pretty infant, with bright blue eyes. She was, however, so puny and feeble, until she was a year and a half old, that her parents hardly hoped to rear her. She was subject to severe fits, which seemed to rack her frame almost beyond its power of endurance, and life was held by the feeblest tenure; but when a year and a half old, she seemed to rally; the dangerous symptoms subsided; and at twenty months old, she was perfectly well.

Then her mental powers, hitherto stinted in their growth, rapidly developed themselves; and during the four months of health which she enjoyed, she appears (making due allowance for a fond mother's account) to have displayed a considerable degree of intelligence.

But suddenly she sickened again; her disease raged with great violence during five weeks, when her eyes and ears were inflamed, suppurated, and their contents were discharged. But though sight and hearing were gone forever, the poor child's sufferings were not ended; the fever raged during seven weeks; "for five months she was kept in bed in a darkened room; it was "a year before she could walk unsupported, and two years before "she could sit up all day." It was now observed that her sense of smell was almost entirely destroyed; and consequently, that her taste was much blunted.

It was not until four years of age, that the poor child's bodily health seemed restored, and she was able to enter upon her apprenticeship of life and the world.

But what a situation was hers! The darkness and the silence of the tomb were around her: no mother's smile called forth her answering smile,—no father's voice taught her to imitate his sounds—to her, brothers and sisters were but forms of matter which resisted her touch, but which differed not from the furniture of the house, save in warmth and in the power of locomotion; and not even in these respects from the dog and the cat.

But the immortal spirit which had been implanted within her could not die, nor be maimed nor mutilated; and though most of its avenues of communication with the world were cut off, it began to manifest itself through the others. As soon as she could walk, she began to explore the room, and then the house; she became familiar with the form, density, weight, and heat, of every article she could lay her hands upon. She followed her mother, and felt of her hands and arms, as she was occupied about the house; and her disposition to imitate led her to repeat every thing herself. She even learned to sew a little, and to knit.

Her affections, too, began to expand, and seemed to be lavished upon the members of her family with peculiar force.

But the means of communication with her were very limited; she could only be told to go to a place by being pushed; or to come to one by a sign of drawing her. Patting her gently on the head signified approbation; on the back, disapprobation.

She showed every disposition to learn, and manifestly began to use a natural language of her own; she had a sign to express her idea of each member of the family; as drawing her fingers down each side of her face, to allude to the whiskers of one; twirling her hand around, in imitation of the motion of a spinning wheel, for another; and so on. But although she received all the aid that a kind mother could bestow, she soon began to give proof of the importance of language to the developement of human character: caressing and chiding will do for infants and dogs, but not for children; and by the time Laura was seven years old, the moral effects of her privation began to appear. There was nothing to control her will but the absolute power of another, and humanity revolts at this: she had already begun to disregard all but the sterner nature of her father; and it was evident, that

as the propensities should increase with her physical growth, so would the difficulty of restraining them increase.

At this time, I was so fortunate as to hear of the child, and immediately hastened to Hanover, to see her. I found her with a well-formed figure; a strongly-marked, nervous-sanguine temperament; a large and beautifully shaped head, and the whole system in healthy action.

Here seemed a rare opportunity of benefitting an individual, and of trying a plan for the education of a deaf and blind person, which I had formed on seeing Julia Brace, at Hartford.

The parents were easily induced to consent to her coming to Boston, and on the fourth of October, 1837, they brought her to the Institution.

For a while, she was much bewildered; and after waiting about two weeks, until she became acquainted with her new locality, and somewhat familiar with the inmates, the attempt was made to give her knowledge of arbitrary signs, by which she could interchange thoughts with others.

There was one of two ways to be adopted; either to go on to build up a language of signs on the basis of the natural language which she had already commenced herself; or to teach her the purely arbitrary language in common use: that is, to give her a sign for every individual thing, or to give her a knowledge of letters, by combination of which she might express her idea of the existence, and the mode and condition of existence, of any thing. The former would have been easy, but very ineffectual; the latter seemed very difficult, but, if accomplished, very effectual; I determined, therefore, to try the latter.

The first experiments were made by taking articles in common use, such as knives, forks, spoons, keys, &c., and pasting upon them labels with their names printed in raised letters. These she felt of very carefully, and soon, of course, distinguished that the crooked lines *s p o o n*, differed as much from the crooked lines *k e y*, as the spoon differed from the key in form.

Then small detached labels, with the same words printed upon them, were put into her hands; and she soon observed that they were similar to the ones pasted on the articles. She showed her perception of this similarity by laying the label *k e y* upon the key, and the label *s p o o n* upon the spoon. She was encouraged here by the natural sign of approbation, patting on the head.

The same process was then repeated with all the articles which she could handle; and she very easily learned to place the proper labels upon them. It was evident, however, that the only intellectual exercise was that of imitation and memory. She recollected that the label *b o o k* was placed upon a book, and she repeated the process first from imitation, next from memory, with only the motive of love of approbation, but apparently without the intellectual perception of any relation between the things.

After a while, instead of labels, the individual letters were given to her on detached bits of paper: they were arranged side by

side, so as to spell *b o o k*, *k e y*, &c.; then they were mixed up in a heap, and a sign was made for her to arrange them herself, so as to express the words *book*, *key*, &c., and she did so.

Hitherto, the process had been mechanical, and the success about as great as teaching a very knowing dog, a variety of tricks. The poor child had sat in mute amazement, and patiently imitated every thing her teacher did; but now the truth began to flash upon her—her intellect began to work—she perceived that here was a way by which she could herself make up a sign of any thing that was in her own mind, and show it to another mind, and at once her countenance lighted up with a human expression: it was no longer a dog, or parrot,—it was an immortal spirit, eagerly seizing upon a new link of union with other spirits! I could almost fix upon the moment when this truth dawned upon her mind, and spread its light to her countenance; I saw that the great obstacle was overcome, and that henceforward nothing but patient and persevering, but plain and straightforward efforts were to be used.

The result thus far, is quickly related, and easily conceived; but not so was the process; for many weeks of apparently unprofitable labor were passed, before it was effected

When it was said above, that a sign was made, it was intended to say, that the action was performed by her teacher, she feeling of his hands, and then imitating the motion.

The next step was to procure a set of metal types, with the different letters of the alphabet cast upon their ends; also a board, in which were square holes, into which holes she could set the types, so that the letters on their ends could alone be felt above the surface.

Then, on any article being handed to her, for instance, a pencil, or a watch, she would select the component letters, and arrange them on her board, and read them with apparent pleasure.

She was exercised for several weeks in this way, until her vocabulary became extensive; and then the important step was taken of teaching her how to represent the different letters by the position of her fingers, instead of the cumbrous apparatus of the board and types. She accomplished this speedily and easily, for her intellect had begun to work in aid of her teacher, and her progress was rapid.

This was the period, about three months after she had commenced, that the first report of her case was made, in which it is stated that "she has just learned the manual alphabet, as used by the "deaf mutes, and it is a subject of delight and wonder to see "how rapidly, correctly, and eagerly, she goes on with her la-"bors. Her teacher gives her a new object, for instance a pen-"cil, first lets her examine it, and get an idea of its use, then "teaches her how to spell it by making the signs for the letters "with her own fingers: the child grasps her hand, and feels of "her fingers, as the different letters are formed—she turns her "head a little one side, like a person listening closely—her lips

"are apart—she seems scarcely to breathe—and her counte-
"nance, at first anxious, gradually changes to a smile, as she
"comprehends the lesson. She then holds up her tiny fingers,
"and spells the word in the manual alphabet; next, she takes her
"types and arranges her letters; and last, to make sure that she
"is right, she takes the whole of the types composing the word,
"and places them upon or in contact with the pencil, or what-
"ever the object may be."

The whole of the succeeding year was passed in gratifying her eager inquiries for the names of every object which she could possibly handle; in exercising her in the use of the manual alphabet; in extending in every possible way her knowledge of the physical relations of things; and in proper care of her health.

At the end of the year a report of her case was made, from which the following is an extract:

"It has been ascertained beyond the possibility of doubt, that
"she cannot see a ray of light, cannot hear the least sound, and
"never exercises her sense of smell, if she has any. Thus her
"mind dwells in darkness and stillness, as profound as that of a
"closed tomb at midnight. Of beautiful sights, and sweet
"sounds, and pleasant odors, she has no conception; neverthe-
"less, she seems as happy and playful as a bird or a lamb; and
"the employment of her intellectual faculties, or acquirement of
"a new idea, gives her a vivid pleasure, which is plainly marked
"in her expressive features. She never seems to repine, but has
"all the buoyancy and gayety of childhood. She is fond of fun
"and frolic, and when playing with the rest of the children, her
"shrill laugh sounds loudest of the group.

"When left alone, she seems very happy if she has her knit-
"ting or sewing, and will busy herself for hours: if she has no
"occupation, she evidently amuses herself by imaginary dialogues,
"or by recalling past impressions; she counts with her fingers,
"or spells out names of things which she has recently learned,
"in the manual alphabet of the deaf mutes. In this lonely self-
"communion she seems to reason, reflect, and argue: if she
"spells a word wrong with the fingers of her right hand, she in-
"stantly strikes it with her left, as her teacher does, in sign of dis-
"approbation: if right, then she pats herself upon the head, and
"looks pleased. She sometimes purposely spells a word wrong
"with the left hand, looks roguish for a moment and laughs, and
"then with the right hand strikes the left, as if to correct it.

"During the year she has attained great dexterity in the use of
"the manual alphabet of the deaf mutes; and she spells out the
"words and sentences which she knows, so fast and so deftly,
"that only those accustomed to this language can follow with the
"eye the rapid motions of her fingers.

"But wonderful as is the rapidity with which she writes her
"thoughts upon the air, still more so is the ease and accuracy
"with which she reads the words thus written by another, grasp-
"ing their hands in hers, and following every movement of their

"fingers, as letter after letter conveys their meaning to her mind. "It is in this way that she converses with her blind playmates; "and nothing can more forcibly show the power of mind in forc- "ing matter to its purpose, than a meeting between them. For, "if great talent and skill are necessary for two pantomimes to "paint their thoughts and feelings by the movements of the body "and the expression of the countenance, how much greater the "difficulty when darkness shrouds them both, and the one can "hear no sound!

"When Laura is walking through a passage way, with her "hands spread before her, she knows instantly every one she "meets, and passes them with a sign of recognition; but if it be "a girl of her own age, and especially if one of her favorites, "there is instantly a bright smile of recognition—and a twining "of arms—a grasping of hands—and a swift telegraphing upon "the tiny fingers, whose rapid evolutions convey the thoughts and "feelings from the outposts of one mind to those of the other. "There are questions and answers—exchanges of joy or sorrow "—there are kissings and partings—just as between little chil- "dren with all their senses."

During this year, and six months after she had left home, her mother came to visit her, and the scene of their meeting was an interesting one.

The mother stood some time, gazing with overflowing eyes upon her unfortunate child, who, all unconscious of her presence, was playing about the room. Presently Laura ran against her, and at once began feeling of her hands, examining her dress, and trying to find out if she knew her; but not succeeding in this, she turned away as from a stranger, and the poor woman could not conceal the pang she felt, at finding that her beloved child did not know her.

She then gave Laura a string of beads which she used to wear at home, which were recognized by the child at once, who, with much joy, put them around her neck, and sought me eagerly, to say she understood the string was from her home.

The mother now tried to caress her, but poor Laura repelled her, preferring to be with her acquaintances.

Another article from home was now given her, and she began to look much interested; she examined the stranger much closer, and gave me to understand that she knew she came from Hanover; she even endured her caresses, but would leave her with indifference at the slightest signal. The distress of the mother was now painful to behold; for, although she had feared that she should not be recognized, the painful reality of being treated with cold indifference by a darling child, was too much for woman's nature to bear.

After a while, on the mother taking hold of her again, a vague idea seemed to flit across Laura's mind, that this could not be a stranger; she therefore felt of her hands very eagerly, while her countenance assumed an expression of intense interest—she be-

came very pale, and then suddenly red—hope seemed struggling with doubt and anxiety, and never were contending emotions more strongly painted upon the human face: at this moment of painful uncertainty, the mother drew her close to her side, and kissed her fondly, when at once the truth flashed upon the child, and all mistrust and anxiety disappeared from her face, as with an expression of exceeding joy she eagerly nestled to the bosom of her parent, and yielded herself to her fond embraces.

After this, the beads were all unheeded; the playthings which were offered to her were utterly disregarded; her playmates, for whom but a moment before she gladly left the stranger, now vainly strove to pull her from her mother; and though she yielded her usual instantaneous obedience to my signal to follow me, it was evidently with painful reluctance. She clung close to me, as if bewildered and fearful; and when, after a moment, I took her to her mother, she sprang to her arms, and clung to her with eager joy.

I had watched the whole scene with intense interest, being desirous of learning from it all I could of the workings of her mind; but I now left them to indulge unobserved those delicious feelings, which those who have known a mother's love may conceive, but which cannot be expressed.

The subsequent parting between Laura and her mother, showed alike the affection, the intelligence, and the resolution of the child; and was thus noticed at the time:

"Laura accompanied her mother to the door, clinging close to "her all the way, until they arrived at the threshold, where she "paused, and felt around, to ascertain who was near her. Per- "ceiving the matron, of whom she is very fond, she grasped her "with one hand, holding on convulsively to her mother with the "other, and thus she stood for a moment—then she dropped her "mother's hand—put her handkerchief to her eyes, and turning "round, clung sobbing to the matron, while her mother depart- "ed, with emotions as deep as those of her child."

At the end of the year 1839, after she had been twenty-eight months under instruction, the following report was made of her case:

"The intellectual improvement of this interesting being, and "the progress she has made in expressing her ideas, are truly "gratifying.

"Having mastered the manual alphabet of the deaf mutes, and "learned to spell readily the names of every thing within her "reach, she was then taught words expressive of positive quali- "ties, as hardness, softness; and she readily learned to express "the quality, by connecting the adjectives hard or soft with the "substantive; though she generally followed what one would "suppose to be the natural order in the succession of ideas, by "placing the substantive first.

"It was found too difficult, however, then to make her under- "stand any general expression of quality, as hardness, softness,

"in the abstract. Indeed, this is a process of mind most diffi-
"cult of performance to any, especially to deaf mutes.

"Next she was taught those expressions of relation to place,
"which she could understand. For instance, a ring was taken
"and placed *on* a box, then the words were spelt to her, and she
"repeated them from imitation. Then the ring was placed *on* a
"hat, and a sign given her to spell; she spelt, *ring on box*—but
"being checked, and the right words given, she immediately be-
"gan to exercise her judgment, and, as usual, seemed intently
"thinking. Then the same was repeated with a bag, a desk,
"and a great many other things, until at last she learned that she
"must name the thing *on* which the article was.

"Then the same article was put *into* the box, and the words
"ring *in* box given to her. This puzzled her for many minutes,
"and she made many mistakes: for instance, after she had
"learned to say correctly whether the ring was *on* or *in* a box, a
"drawer, a hat, a bucket, &c., if she were asked, where is house,
"or matron, she would say, *in* box. Cross-questioning, however,
"is seldom necessary to ascertain whether she really understands
"the force of the words she is learning: for when the true mean-
"ing dawns upon her mind, the light spreads to her countenance.

"In this case, the perception seemed instantaneous, and the
"natural sign by which she expressed it was peculiar and strik-
"ing: she spelt *o n*, then laid one hand *on* the other; then she
"spelt *i n t o*, and enclosed one hand *within* the other.

"She easily acquired a knowledge and use of active verbs, es-
"pecially those expressive of *tangible action;* as to walk, to
"run, to sew, to shake.

"At first, of course, no distinction could be made of mood and
"tense; she used the words in a general sense, and according to
"the order of her *sense of ideas.* Thus, in asking some one to
"give her bread, she would first use the word expressive of the
"leading idea, and say, *Bread, give, Laura.* If she wanted
"water, she would say, *Water, drink, Laura.*

"Soon, however, she learned the use of the auxiliary verbs, of
"the difference of past, present, and future tense. For instance,
"here is an early sentence: *Keller is sick—when will Keller*
"*well;* the use of *be* she had not acquired.

"Having acquired the use of substantives, adjectives, verbs,
"prepositions, and conjunctions, it was thought time to make the
"experiment of trying to teach her to *write,* and to show her
"that she might communicate her ideas to persons not in contact
"with her.

"It was amusing to witness the mute amazement with which
"she submitted to the process, the docility with which she imitat-
"ed every motion, and the perseverance with which she moved
"her pencil over and over again in the same track, until she
"could form the letter. But when at last the idea dawned upon
"her, that by this mysterious process she could make other peo-
"ple understand what she thought, her joy was boundless.

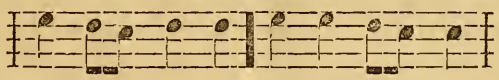
"Never did a child apply more eagerly and joyfully to any task "than she did to this; and in a few months she could make eve- "ry letter distinctly, and separate words from each other;" and she actually wrote, unaided, a legible letter to her mother, in which she expressed the idea of her being well, and of her expectation of going home in a few weeks. It was indeed a very rude and imperfect letter, couched in the language which a prattling infant would use. Still it shadowed forth, and expressed to her mother, the ideas that were passing in her own mind.

"She is familiar with the processes of addition and subtrac- "tion in small numbers. Subtraction of one number from an- "other puzzled her for a time; but by help of objects she ac- "complished it. She can count and conceive objects to about "one hundred in number; to express an indefinitely great num- "ber, or more than she can count, she says, *hundred.* If she "thought a friend was to be absent many years, she would say, "*will come hundred Sundays*—meaning weeks. She is pret- "ty accurate in measuring time, and seems to have an intui- "tive tendency to do it. Unaided by the changes of night and "day, by the light, or the sound of any timepiece, she neverthe- "less divides time pretty accurately.

"With the days of the week, and the week itself as a whole, "she is perfectly familiar. For instance: if asked what day "will it be in fifteen days more, she readily names the day of the "week. The day she divides by the commencement and end of "school, by the recesses, and by the arrival of meal-times.

"Those persons who hold that the capacity of perceiving and "measuring the lapse of time is an innate and distinct faculty of "the mind, may deem it an important fact, that Laura evident- "ly can measure time so accurately, as to distinguish between a "half and whole note of music.

"Seated at the pianoforte, she will strike the notes in a meas- "ure like the following, quite correctly.



"Now it will be perceived, that she must have clear percep- "tion of lapse of time, in order to strike the two eighths at the "right instant; for in the first measure they occur at the second "beat, in the second measure at the third beat.

"Her judgment of distances and of relations of place is very "accurate. She will rise from her seat, go straight towards a "door, put out her hand just at the right time, and grasp the "handle with precision."

These extracts from former reports bring down the history of her instruction to the commencement of the year 1840, when she had been two years and two months under instruction.

She had attained, indeed, about the same command of language as common children of three years old. Of course, her

power of expression is by no means equal to her power of conception; for she has no words to express many of the perceptions and sensations which her mind doubtless experiences.

I shall now notice such of the phenomena that I have remarked in her case during the last year, as seem most striking and important.

I shall divide these into physical, intellectual, and moral.

Her health has been very good. She has not grown much in height, but her frame has filled out.

A perceptible change has taken place in the size and shape of her head; and although unfortunately the measurement taken two years ago has been mislaid, every one who has been well acquainted with her, notices a marked increase in the size of the forehead. She is now just eleven years old; and her height is four feet, four inches, and seven-tenths. Her head measures twenty inches and eight-tenths in circumference, in a line drawn around it, and passing over the prominences of the parietal and those of the frontal bones; above this line the head rises one inch and one-tenth, and is broad and full. The measurement is four inches from one orifice of the ear to the other; and from the occipital spine to the root of the nose, it is seven inches.

Nothing has occurred to indicate the slightest perception of light or sound, or any hope of it; and although some of those who are much with her, suppose that her smell is more acute than it was, even this seems very doubtful.

It is true that she sometimes applies things to her nose, but often it is merely in imitation of the blind children about her; and it is unaccompanied by that peculiar lighting up of the countenance, which is observable whenever she discovers any new quality in an object.

It was stated in the first report that she could perceive very pungent odours, such as that of cologne; but it seemed to be as much by the irritation they produced upon the nervous membrane of the nares, as by any impression upon the olfactory nerve.

It is clear that the sensation can not be pleasurable, nor even a source of information to her respecting physical qualities; for such is her eagerness to gain this information, that could smell serve her, she would exercise it incessantly.

Those who have seen Julia Brace, or any other deaf—blind person, could hardly fail to observe how quickly they apply every thing which they feel, to the nose; and how by this incessant exercise, the smell becomes almost incredibly acute. Now with Laura this is not the case; she seldom puts a new thing to her nose; and when she does, it is mechanically, as it were, and without any interest.

Her sense of touch has evidently improved in acuteness; for she now distinguishes more accurately the different undulations of the air, or the vibrations of the floor, than she did last year. She perceives very readily when a door is opened or shut, though she may be sitting at the opposite side of the room. She perceives also the tread of persons upon the floor.

Her mental perceptions, resulting from sensation, are much more rapid than they were, for she now perceives by the slightest touch, qualities and conditions of things, similar to those she had formerly to feel long and carefully for. So with persons, she recognises her acquaintances in an instant, by touching their hands or their dress; and there are probably fifty individuals, who if they should stand in a row, and hold out each a hand to her, would be recognized by that alone.

The memory of these sensations is very vivid, and she will readily recognize a person whom she has once thus touched. Many cases of this kind have been noticed; such as a person shaking hands with her, and making a peculiar pressure with one finger, and repeating this on his second visit after a lapse of many months, being instantly known by her. She has been known to recognize persons whom she had thus simply shaken hands with but once, after a lapse of six months.

This is not more wonderful indeed, than that one should be able to recall impressions made upon the mind through the organ of sight, as when we recognize a person of whom we had but one glimpse a year before; but it shows the exhaustless capacity of those organs of sense which the Creator has bestowed, as it were in reserve against accidents, and which we usually allow to lie unused and unvalued.

The progress which she has made in intellectual acquirements, can be fully appreciated by those only who have seen her frequently. The improvement however is made evident by her greater command of language; and by the conception which she now has of the force of parts of speech which last year she did not use, in her simple sentences; for instance, of pronouns, which she has begun to use within six months. Last spring, returning fatigued from her journey home, she complained of a pain in her side, and on being asked what caused it, she used these words, *Laura did go to see mother, ride did make Laura side ache, horse was wrong, did not run softly.* If she were now to express the same thing she would say, *I* did go to see mother, ride did make *my* side ache. This will be seen by an extract from one of her teacher's diary of last month, " Dec. 18th, to-day Laura asked me " what is voice?" I told her as well as I could, that it was an impression made upon another when people talk with their mouth. She then said, " *I do not voice.*" I said, can you talk with your mouth? *Ans.* " *No;*" " why?" " *Because I am very deaf and dumb.*" " Can you see?" " *No, because I am blind, I did not talk with fingers when I came with my mother, Doctor did teach me on fork —what was on fork?*" I told her paper was fixed on forks, she then said, " *I did learn to read much with types, Doctor did teach me in nursery. Drusilla was very sick all over.*"

The words here given [and indeed in all cases] are precisely as she used them; for great care is taken to note them at the

time of utterance. It will be observed that she uses the pronoun, personal and possessive; and so ready is she to conceive the propriety of it, and the impropriety of her former method, that upon my recently saying, 'Doctor will teach Laura,' she eagerly shook my arm to correct me, and told me to say, "*I will teach you.*" She is delighted when she can catch any one in an error like this; and she shows her sense of the ludicrous, by laughter, and gratifies her innocent self-esteem by displaying her knowledge.

It will be observed that these words are all spelled correctly; and indeed her accuracy in this respect is remarkable. She requires to have a word spelled to her only once, or twice at most, and she will seldom fail to spell it right ever afterwards.

I will give some sentences such as she was accustomed to use about the commencement of the past year, and contrast them with those of later date. Riding in the stage coach with her teacher over a rough road, she said, "*Laura will say to man horse will run softly—horse is wrong.*" Sitting at breakfast she asked "*who did make egg?*"—Ans. "hen;" "*With foot?*" Ans.—"No;" "*Laura do love egg, hen will make more.*"

Here are some of her sentences of a more recent date, and subsequently to her learning the use of pronouns, the numbers of nouns, &c. Being surprised lately, that I had not examined her for some time, she stopped short in her lesson, and said to her teacher, "*Doctor is not glad that I can cypher good;*" being asked why, she said,"*because he does not want me to show him sum,*" she was told I was busy, and had gone to the City, she said, "*horse will be much tired to go to Boston all days.*"

She easily learned the difference between the singular and plural form, but was inclined for some time to apply the rule of adding *s*, universally. For instance, at her first lesson she had the words *arm-arms*, *hand-hands*, &c.; then being asked to form the plural of box, she said box s, &c., and for a long time she would form the plural by the general rule, as lady, ladys, &c.

One of the girls had the mumps; Laura learned the name of the disease; and soon after she had it herself, but she had the swelling only on one side; and some one saying, you have got the mumps, she replied quickly, "*no no, I have mump.*"

She was a long time in learning words expressive of comparison; indeed her teacher quite despaired of making her understand the difference between good, better, and best, after having spent many days in the attempt. By perseverance, however, and by giving her an idea of comparative sizes, she was at last enabled to use comparisons pretty well. She seemed to attach to the word *large*, when connected with an object, a substantive meaning, and to consider it a specific name of the particular thing. The same difficulty perhaps occurs with common children, only we do not notice it: children merely observe at first; comparison comes later; and perhaps few girls of six years old can be made to have a clear idea of the power and signification

of the word *or*, which, insignificant as it seems, has been a stumbling block to Laura up to this day.

With pronouns she had very little difficulty. It was thought best at first to talk with her as one does with an infant; and she learned to reply in the same way. *Laura want water, give Laura water;* but she readily learned to substitute the pronoun, and now says *give me water—I want water*, &c. Indeed she will not allow persons to address her in the third person, but instantly corrects them, being proud to show her knowledge.

She learned the difference between present and past tense the last year, but made use of the auxiliaries; during this year she has learned the method of inflecting the verb. In this process too her perfect simplicity rebukes the clumsy irregularities of our language: she learned, *jump jumped—walk walked*, &c., until she had an idea of the mode of forming the imperfect tense, but when she came to the word *see*, she insisted that it should be *seed* in the imperfect; and after this, upon going down to dinner, she asked if it was *eat—eated*, but being told it was *ate*, she seemed to try to express the idea that this transposition of letters was not only wrong, but ludicrous, for she laughed heartily.

The eagerness with which she followed up these exercises was very delightful; and the pupil teasing the teacher for more words, is in pleasing contrast with the old method, where all the work was on one side, and where the coaxing, and scolding, and birchen appliances to boot, often failed to force an idea into the mind in the proper shape. But Laura is always ready for a lesson; and generally has prepared, beforehand, a number of questions to put to her teacher; for instance, when she was learning past tenses, she came one morning with fourteen verbs, of which she knew the present form, to ask for the imperfect.

The most recent exercises have been upon those words which require attention to one's own mental operations, such as *remember, forget, expect, hope*, &c.

Greater difficulties have been experienced in these than in her former lessons, but they have been so far surmounted that she uses many words of this kind, with a correct perception of their meaning.

The day after her first lesson on the words *I remember—and I forget*, this memorandum was made of her second lesson on the same words: Question—"What do you remember you did do last Sunday?" Answer—"*I remember not to go to meeting*," meaning that she did not go to meeting: Question—"What do you remember you did do on Monday?" Answer—"*To walk in streets, on snow;*" this was correct: Question—"What do you remember you did do in vacation?" Answer—"*What is vacation?*" This was a new word to her—she had been accustomed to say "*when is no school*," or "*when girls go home*." The word being explained, she said "*I remember to go to Halifax;*" meaning that she did go to Halifax, which was true. What do you remember you did in vacation before? Answer—"*to play with*

"*Olive, Maria, and Lydia*"—these were the girls who had been her companions.

Wishing to make her use the word *forget*, I pushed the questions back to periods which she could not recall. I said, what did you do when you was a little baby?—she replied laughing, *I did cry*, and made the sign of tears running down her cheeks.

What did you *say*?—[no answer]; did you talk with fingers? "*No*," [very decidedly]; "did you talk with mouth"?—[a pause]—"what did you say with mouth?"—"*I forget*." I then quickly let her know, that this was the proper word, and of the same force as, I do not remember. Thinking this to be a good opportunity of testing her recollection of her infancy, many questions were put to her, but all that could be learned satisfactorily was, that she could recollect lying on her back, and in her mother's arms, and having medicines poured down her throat—or in her own words, "*I remember mother to give me medicines*"—making the signs of lying down, and of pouring liquids down the throat.

It was not until after she had learned a few words of this kind, that it was possible to carry her mind backwards to her infancy; and to the best of my judgment, she has no recollection of any earlier period than the long and painful illness in which she lost her senses. She seems to have no recollection of any words of prattle, which she might have learned in the short respite which she enjoyed from bodily suffering.

Her idea of oral conversation, it seems to me, is that people make signs with the mouth and lips, as she does with her fingers.

Thus far, her progress in the acquisition of language has been such as one would infer, *a priori*, from philosophical considerations; and the successive steps have been nearly such as Monboddo supposed were taken by savages in the formation of their language.

But it shows clearly how valuable language is, not only for the *expression* of thought, but for aiding mental development, and exercising the higher intellectual faculties.

When Laura first began to use words, she evidently had no idea of any other use, than to express the individual existence of things, as book, spoon, &c. The sense of touch had of course given her an idea of their existence, and of their individual characteristics; but one would suppose that specific differences would have been suggested to her also; that is, that in feeling of many books, spoons, &c., she would have reflected that some were large, some small, some heavy, some light, and been ready to use words expressive of the specific or generic character. But it would seem not to have been so, and her first use of the words great, small, heavy, &c., was to express merely individual peculiarities; *great book* was to her the double name of a particular book; *heavy stone* was one particular stone; she did not consider these terms as expressive of *substantive* specific differences, or any differences of quality; the words *great* and *heavy* were

not considered abstractly, as the name of a general quality, but they were blended in her mind with the name of the objects in which they existed. At least, such seemed to me to be the case, and it was not until some time after, that the habit of abstraction enabled her to apply words of generic signification in their proper way.

This view is confirmed by the fact, that when she learned that persons had both individual and family names, she supposed that the same rule must apply to inanimate things, and asked earnestly what was the other name for chair, table, &c.

Several of the instances which have been quoted, will show her disposition to form her words by rule, and to admit of no exceptions; having learned to form the plurals by adding *s*, the imperfect by adding *ed*, &c., she would apply this to every new noun or verb; consequently the difficulty hitherto has been greater, and her progress slower, than it will be, for she has mastered the most common words, and these seem to be the ones that have been most broken up by the rough colloquial usage of unlettered people.

The notice of her intellectual progress has thus far related to her acquisition of language, and this, to her, was the principal occupation; other children learn language by mere imitation and without effort; she has to ask by a slow method, the name of every new thing; other children use words which they do not understand; but she wishes to know the force of every expression. Her knowledge of language however is no criterion of her knowledge of things; nor has she been taught mere words. She is like a child placed in a foreign country, where one or two persons only know her language, and she is constantly asking of them the names of the objects around her.

The moral qualities of her nature have also developed themselves more clearly. She is remarkably correct in her deportment; and few children of her age evince so much sense of propriety in regard to appearance. Never, by any possibility, is she seen out of her room with her dress disordered; and if by chance any spot of dirt is pointed out to her on her person, or any little rent in her dress, she discovers a sense of shame, and hastens to remove it.

She is never discovered in an attitude or an action, at which the most fastidious would revolt, but is remarkable for neatness, order, and propriety.

There is one fact which is hard to explain in any way; it is the difference of her deportment to persons of different sex. This was observable when she was only seven years old. She is very affectionate, and when with her friends of her own sex, she is constantly clinging to them, and often kissing and caressing them; and when she meets with strange ladies, she very soon becomes familiar, examines very freely their dress, and readily allows them to caress her. But with those of the other sex it is entirely different, and she repels every approach to familiarity.

She is attached, indeed, to some, and is fond of being with them; but she will not sit upon their knee, for instance, or allow them to take her round the waist, or submit to those innocent familiarities which it is common to take with children of her age.

This circumstance will be variously explained by those who have formed theories on the subject; and the inference from it, of a natural feeling of delicacy, will be opposed by some with the fact of the want of delicacy in savages: It will be denied, too, by those who have arrived at that extreme of refinement, which seems to approach the primitive state; who choose that dress shall not be covering, even in promiscuous assemblies; and who there shrink not from the dizzying dance, in which

> "Round all the confines of the yielded waist,
> "The strangest hand may wander, undisplaced."

But against the evidence unfavorable to its existence, which is is to be drawn from customs, whether of savage life, or of the *haut-ton*, may be opposed that of this unsophisticated child of nature, *valeat quantum.*

The fact is merely noticed for the consideration of others; its opposite should have been as unhesitatingly announced, had it existed.

She seems to have, also, a remarkable degree of conscientiousness, for one of her age; she respects the rights of others, and will insist upon her own.

She is fond of acquiring property, and seems to have an idea of ownership of things which she has long since laid aside, and no longer uses. She has never been known to take any thing belonging to another; and never but in one or two instances to tell a falsehood, and then only under strong temptation. Great care, indeed, has been taken, not to terrify her by punishment, or to make it so severe, as to tempt her to avoid it by duplicity, as children so often do.

When she has done wrong, her teacher lets her know that she is grieved, and the tender nature of the child is shown by the ready tears of contrition, and the earnest assurances of amendment, with which she strives to comfort those whom she has pained.

When she has done any thing wrong, and grieved her teacher, she does not strive to conceal it from her little companions, but communicates it to them, tells them "*it is wrong*," and says, "*———* *cannot love wrong girl.*"

When she has any thing nice given to her, she is particularly desirous that those who happen to be ill, or afflicted in any way, should share with her, although they may not be those whom she particularly loves in other circumstances; nay! even if it be one whom she dislikes. She loves to be employed in attending the sick, and is most assiduous in her simple attentions, and tender and endearing in her demeanor.

It has been remarked in former reports, that she can distinguish different degrees of intellect in others, and that she soon regarded almost with contempt, a new comer, when, after a few days, she discovered her weakness of mind. This unamiable part of her character has been more strongly developed during the past year.

She chooses for her friends and companions, those children who are intelligent, and can talk best with her; and she evidently dislikes to be with those who are deficient in intellect, unless, indeed, she can make them serve her purposes, which she is evidently inclined to do. She takes advantage of them, and makes them wait upon her, in a manner that she knows she could not exact of others; and in various ways she shows her Saxon blood.

She is fond of having other children noticed and caressed by the teachers, and those whom she respects; but this must not be carried too far, or she becomes jealous. She wants to have her share, which, if not the lion's, is the greater part; and if she does not get it, she says, "*My mother will love me.*"

Her tendency to imitation is so strong, that it leads her to actions which must be entirely incomprehensible to her, and which can give her no other pleasure than the gratification of an internal faculty. She has been known to sit for a half an hour, holding a book before her sightless eyes, and moving her lips, as she has observed seeing people do when reading.

She one day pretended that her doll was sick; and went through all the motions of tending it, and giving it medicine; she then put it carefully to bed, and placed a bottle of hot water to its feet, laughing all the time most heartily. When I came home, she insisted upon my going to see it, and feel its pulse; and when I told her to put a blister to its back, she seemed to enjoy it amazingly, and almost screamed with delight.

Her social feelings, and her affections, are very strong; and when she is sitting at work, or at her studies, by the side of one of her little friends, she will break off from her task every few moments, to hug and kiss them with an earnestness and warmth, that is touching to behold.

When left alone, she occupies and apparently amuses herself, and seems quite contented; and so strong seems to be the natural tendency of thought to put on the garb of language, that she often soliloquizes in the *finger language*, slow and tedious as it is. But it is only when alone, that she is quiet; for if she becomes sensible of the presence of any one near her, she is restless until she can sit close beside them, hold their hand, and converse with them by signs.

She does not cry from vexation and disappointment, like other children, but only from grief. If she receives a blow by accident, or hurts herself, she laughs and jumps about, as if trying to drown the pain by muscular action. If the pain is severe, she does not go to her teachers or companions for sympathy, but on the contrary tries to get away by herself, and then seems to give

vent to a feeling of spite, by throwing herself about violently, and roughly handling whatever she gets hold of.

Twice only have tears been drawn from her by the severity of pain, and then she ran away, as if ashamed of crying for an accidental injury. But the fountain of her tears is by no means dried up, as is seen when her companions are in pain, or her teacher is grieved.

In her intellectual character, it is pleasing to observe an insatiable thirst for knowledge, and a quick perception of the relations of things. In her moral character, it is beautiful to behold her continual gladness—her keen enjoyment of existence—her expansive love—her unhesitating confidence—her sympathy with suffering—her conscientiousness, truthfulness, and hopefulness.

No religious feeling, properly so called, has developed itself; nor is it yet time, perhaps, to look for it; but she has shown a disposition to respect those who have power and knowledge; and to love those who have goodness; and when her perceptive faculties shall have taken cognizance of the operations of nature, and she shall be accustomed to trace effects to their causes, then may her veneration be turned to Him who is almighty, her respect to Him who is omniscient, and her love to Him who is all goodness and love!

Until then, I shall not deem it wise, by premature effort, to incur the risk of giving her ideas of God which would be alike unworthy of His character, and fatal to her peace.

I should fear that she might personify Him in a way too common with children, who clothe Him with unworthy, and sometimes grotesque attributes, which their subsequently developed reason condemns, but strives in vain to correct.

I have thus far confined myself to relating the various phenomena * which this remarkable case presents. I have related the facts, and each one will make his own deductions. But as I am almost invariably questioned by intelligent visiters of the Institution about my opinion of her moral nature, and by what theory I can account for such and such phenomena, and as many pious people have questioned me respecting her religious nature, I will here state my views.

There seems to have been in this child no innate ideas, or innate moral principles; that is in the sense in which Locke, Condillac, and others, consider those terms. But there are innate intellectual *dispositions*; and moreover, innate *moral dispositions*, not derived as many metaphysicians suppose, from the exercise of intellectual faculties, but as independent in their existence, as the intellectual dispositions themselves.

I shall be easily understood when I speak of innate *dispositions*, in contradistinction to innate ideas, by those who are at all con-

* I have purposely refrained from saying any thing at this time with regard to her ideas of death; also of some other subjects, which I reserve until more accurate observations can be made.

versant with metaphysics; but as this case excites peculiar interest, even among children, I may be excused for explaining.

We have no innate ideas of color, of distance, &c.: were we blind, we never could conceive the idea of color, nor understand how light and shade could give knowledge of distance. But we might have the innate disposition, or internal adaptation, which enables us to perceive color, and to judge of distance; and were the organ of sight suddenly to be restored to healthy action, we should gradually understand the natural language, so to call it, of light; and soon be able to judge of distance, by reason of *our innate disposition or capacity.*

So much for an intellectual perception. As an example of a moral perception, it may be supposed for instance, that we have no innate idea of God, but that we have an innate disposition, or adaptation, not only to recognize, but to adore Him; and when the idea of a God is presented, we embrace it, because we have that internal adaptation which enables us to do so.

If the idea of a God were innate, it would be universal and identical, and not the consequential effect of the exercise of causality; it would be impossible to present Him under different aspects: He would not be regarded as Jupiter—Jehovah—Brahma; we could not make different people clothe Him with different attributes, any more than we can make them consider two and two to make three, or five, or any thing but four.

But on the other hand, if we had no *innate disposition*, to receive the idea of a God, then could we never have conceived one, any more than we can conceive of time without a beginning; then would the most incontrovertible evidence to man, of God's existence have been wanting—viz. the internal evidence of his own nature.

Now it does appear to me very evident from the phenomena manifested in Laura's case, that she has innate moral dispositions and tendencies, which, though developed subsequently (in the order of time) to her intellectual faculties, are not dependent upon them, nor are they manifested with a force proportionate to that of her intellect.

According to Locke's theory, the moral qualities and faculties of this child should be limited in proportion to the limitation of her senses; for he derives moral principles from intellectual dispositions, which alone he considers to be innate. He thinks moral principles must be *proved*, and can only be so by an exercised intellect.

Now the *sensations* of Laura are very limited; acute as is her touch, and constant as is her exercise of it, how vastly does she fall behind others of her age in the amount of sensations which she experiences; how limited is the range of her thought—how infantile is she in the exercise of her intellect! But her moral qualities—her moral sense, are remarkably acute; few children are so affectionate, or so scrupulously conscientious—few are so sensible of their own rights, or regardful of the rights of others.

Can any one suppose, then, that without innate moral dispositions, such effects could have been produced solely by moral lessons; for even if they could have been given to her, would they not have been seed sown upon barren ground? Her moral sense, and her conscientiousness, seem not at all dependent upon any intellectual perception; they are not perceived, indeed, or understood—they are *felt;* and she may feel them even more strongly than most adults.

These observations will furnish an answer to another question, which is frequently put concerning Laura; can she be taught the existence of God, her dependence upon, and her obligations to Him?

The answer may be inferred from what has gone before—that, if there exists in her mind (and who can doubt that it does) the innate capacity for the perception of this great truth, it can probably be developed, and become an object of intellectual perception, and firm belief.

I trust, too, that she can be made to conceive of future existence, and to lean upon the hope of it, as an anchor to her soul in those hours, when sickness and approaching death shall arouse to fearful activity the instinctive love of life, which is possessed by her in common with all.

But to effect this—to furnish her with a guide through life, and a support in death, much is to be done, and much is to be avoided!

None but those who have seen her engaged in the task, and have witnessed the difficulty of teaching her the meaning of such words as *remember, hope, forget, expect,* will conceive the difficulties in her way; but they, too, have seen her unconquerable resolution, and her unquenchable thirst for knowledge; and they will not condemn as visionary such pleasing anticipations.

I hope that funds will be provided to enable me to procure some intellectual person, who will devote her whole time to Laura, and that I shall not be obliged to depend so much upon those who have other duties. Hitherto, the plan of her education has been most faithfully seconded by the Teachers of the Institution, to whom great credit is due; especially to Miss Drew, whose unwearied patience, and ever-watchful kindness, are the more meritorious, that their value can never be conceived by their unfortunate object.

By her teachers then, and by all concerned, the attempt to develope the whole nature of this interesting being will be continued with all the zeal which affection can inspire; it will be continued too, with a full reliance upon the innate powers of the the human soul; and with an humble confidence that it will have the blessing of Him who hears even the young ravens when they cry.

All of which is respectfully submitted.

SAM'L G. HOWE.

NOTE TO APPENDIX A.

The number of persons who have been deprived of both sight and hearing, has been supposed to be very small. There had been but one case upon record, I believe, in England, before that of James Mitchell, mentioned by Dugald Stewart. There has been one noticed quite recently, in France ; and there is the well-known case of Julia Brace, at Hartford.

But I am inclined to think these melancholy cases are more frequent than has been supposed. I have seen a boy in Rhode Island, who has been deaf, dumb, and blind, since he was four years old: he is now fourteen. His parents, who are very poor and benighted people, resisted all efforts to have him brought to this Institution. I have seen him several times, and was pained to find, on my last visit, that he was indulged and pampered in his appetites ; and had contracted habits, which lead directly to intemperance.

There is a girl in Vermont, of whose case I have all the particulars, and who will probably be brought here soon.

A correspondent in Ireland has recently informed me, that a very interesting case had been discovered in Belfast, of a little girl quite deaf and blind. Some intelligent persons had made arrangements to have her instructed in the manner that Laura has been ; but, at the last dates, the mother had absconded with her child, preferring the gain which she made by showing her offspring as a monster, to her real welfare.

A very melancholy case was recently brought to me for advice. It was that of a boy of very prepossessing appearance, fourteen years old, who, two months before, was in the possession of all his senses, and remarkable only for precocious mental activity. He was considered an extraordinary boy, and his mental activity was doubtless the effect of morbid sensibility of the brain, which could probably have been cured by entire cessation of study.

Suddenly, his sight began to fail ; and in a few weeks he became entirely blind. Hardly had his parents recovered from the stunning influence of this blow, before they remarked with alarm that his hearing began to be affected, and they brought him to this city for advice.

When I saw him, his hearing was very obtuse ; it was necessary to speak in his ears very loud, to make him hear ; and addressing him in this way, seemed like calling to a departing spirit, which was rapidly fading away. His mind was not affected at all ; but it was getting closed up in the body, and as much beyond the reach of other minds, as though his body were in the act of being enclosed in mason work.

I recommended that immediate advantage should be taken of what hearing remained, to teach him the manual alphabet, because, afterwards, it would be a very slow process. This was two months ago, and I have not since heard of him.

APPENDIX B.

List of Articles manufactured in the Work Department of the Institution, from June, 1840 *to January,* 1841.

New Mattresses,	246
Old Mattresses made over,	338
Cushions,	58
Pillows,	144
Brushes,	795
Brooms,	598
Chair Bottoms,	30
Floor Mats,	297

Fancy Articles.

Scarfs,	29
Watch Guards,	77
Woolen Bags,	65
Purses,	30
Lamp Mats,	10
Pitchers,	17
Worsted Carpets,	9

APPENDIX C.

List of Books published at the Boston Press.

The New Testament, - -	2 vols. and 4 vols.
Parts of the Old Testament, - - -	2 "
Lardner's Universal History, - - -	3 "
Selections from old English Authors, - -	1 "
" modern " " - - -	1 "
Howe's Geography for the Blind, - -	1 "
" General Atlas " " - - -	1 "
" Atlas United States, - - -	1 "
" Blind Child's First Book, - - -	1 "
" " " Second " - -	1 "
The Dairyman's Daughter, - - -	1 "
The Harvey Boys, - - - -	1 "
Blind Child's Spelling Book, - - -	1 "
" " English Grammar, - -	1 "
The Pilgrim's Progress, - - - -	1 "
Baxter's Call, - - - - -	1 "
Sixpenny Glass of Wine, - - - -	1 "
Life of Melancthon, - - - -	1 "
Book of Sacred Hymns, - - - -	1 "
Viri Romæ, - - - - -	1 "
Pierce's Geometry, with Diagrams, - - -	1 "
Book of Diagrams illustrative of Natural Philosophy,	1 "
Political Class Book, - - - -	1 "
Blind Child's Manual, - - - -	1 "
	30

List of Books published at Glasgow.

Child's First Lesson Book, - - - -	1 vol.
" Second " " - - -	1 "
Church of England Catechism, - - -	1 "
Church of Scotland " - - -	1 "
Liturgy, - - - - - -	1 "
History of the Bible, - - - -	1 "
Selections from Authors, - - - -	1 "
English Grammar, - - - -	1 "
Remarks on the Bible, - - - -	1 "
Fables, - - - - - -	1 "
Lessons on Prayer, - - - - -	1 "
" " Natural Religion, - - -	1 "

Musical Catechism,	1	vol.
The Bible,	15	"
	28	

List of Books published at Philadelphia.

Ruth and Esther,	1	vol.
Book of Proverbs,	1	"
Guide to Spelling,	1	"
Select Library,	5	"
Student's Magazine,	2	"
French Verbs,	1	"
Die Oster eier,	1	"
Answahl,	1	"
Grammar,	1	"
	14	
	28	
	30	
Total,	72	vols.

The Gospel of St. Mark, and some small works have been published by Mr. Gall of Edinburgh.

On the Continent, the Institution of Paris and of Vienna, have published several volumes in French and German.

APPENDIX D.

Abstract of Treasurer's Account.

1840, Jan'ry 1, to Jan'ry 1, 1841.	Amount paid bills for alterations and repairs of Mt. Washington House, incurred last year,	4748 14	1840. Jan'ry 1.	By balance of cash from last account, -	701 14
	Household expenses for board, washing, domestics, fuel, &c., for thirteen months, -	7235 78		" amount of deposit in Boston Bank, -	7500 00
	Salaries of Director, Assistant, and Teachers,	3363 77		" nine shares in New England Bank stock,	900 00
	School apparatus, books, &c. - -	189 89	Dec. 31.	" amount rec'd during the year from the State of Massachusetts, - - - -	7713 26
	Printing Department, - - - -	1134 61		" do. do. do. from other States, for pupils,	2492 15
	Musical instruments, repairs of do., and Music,	151 94		" do. do. do. from sale of books, -	427 49
	Garden seeds, tools, &c., - - -	15 83		" do. do. do. from pay pupils, - - -	1026 42
	Insurance, - - - - - -	160 00		" do. do. do. from legacy of B. Winslow,	250 00
	Medicines, - - - - - -	61 22		" donation of J. A. Lowell, - - -	100 00
	Advertising, - - - - - -	54 59		" am't rec'd donations to Printing Fund, viz:	
	Clothing for indigent pupils, - - -	174 70		Peter C. Brooks, - 300	
	Stationery, - - - . - -	30 82		Mrs. Joy, - - - 50	
	Coach hire to funeral, and omnibus tickets,	43 70		A Friend, - - 100	
	Post office account, - - - - -	25 71		G. T. Baker, of N. Bedford, 100	
	Sundry repairs, - - - - -	41 03		Mr. Hancock, - - - 10	
				Mr. Picard, of Havana, 10	
		17.436 73		Pupils of Mr. Clary, - 9	
				A Friend, - - 50	
	Cash on hand, - - - - - -	2340 02		" " - - - 16	
	Cash on deposit at Boston Bank, - -	1729 79		Mrs. Cram, - - 10 -	655 00
	Nine shares New England Bank stock, -	900 00		Am't rec'd from Concerts, and tuning Pianos,	207 03
				" " from shop, - - - -	250 27
		22.406 55		" " from dividends of N. E. Bank stock,	54 00
				" " from interest on deposit in B. Bank,	129 79
					22.406 55

OFFICERS

OF THE

CORPORATION.

PRESIDENT,

PETER C. BROOKS.

VICE PRESIDENT,

THOMAS H. PERKINS.

TREASURER,

PETER R. DALTON.

SECRETARY.

SAMUEL G. HOWE.

TRUSTEES,

EDWARD BROOKS,
THOMAS G. CARY,
SAMUEL A. ELIOT,
JOHN D. FISHER,
OZIAS GOODWIN,
JOHN HOMANS,
SAMUEL P. LOUD,
HORACE MANN,
SAMUEL MAY,
JAMES K. MILLS,
ROBERT RANTOUL,
ROBERT C. WINTHROP.

TENTH
ANNUAL REPORT

OF

THE TRUSTEES

OF THE

PERKINS INSTITUTION

AND

MASSACHUSETTS

ASYLUM FOR THE BLIND,

TO

THE CORPORATION.

BOSTON:
WILLIAM D. TICKNOR.
M D CCC XLII.

BOSTON:
Printed by I. R. BUTTS, 2 School Street.

REPRINTED AT SOUTH BOSTON INQUIRER OFFICE.
1873.

ANNUAL REPORT.

TO THE MEMBERS OF THE CORPORATION.

GENTLEMEN:

It is with grateful acknowledgements we report, that the year which has passed, has been to our charge a year of health, of happiness, and of improvement.

Death hath not brought sorrow within our walls; disease and accident have seldom visited them; nor hath any untoward event disturbed the quiet, or impaired the happiness of our household.

The visitor who approaches our house, nine-tenths of whose numerous inmates are groping in darkness, feels a melancholy presentiment that sights of suffering, and sounds of sadness, must there await him; but when he has entered, he soon finds that he alone is sad, and that children who sit darkling at their books, or run fearlessly about at their play, are as contented and happy as those whom he left in the enjoyment of sun-light without.

This is not owing to external circumstances, so much as to that kind provision of Nature by which she rewards with happiness to the young the development and exercise of their faculties, physical and mental. To the blind child, existence itself is a great boon; nor do any of God's creatures enjoy it with more zest, until others point out his privation, or shock him by those well meant, but injudicious expressions of pity, which visitors are too apt to make.

We think it would be hard to find a community of young persons, with whom time speeds along more lightly, or to whom he brings less sorrow and more joy, than a school for the blind.

The number of pupils at the commencement of the year was sixty-seven; of whom fifteen have been discharged, while only ten have entered, so that the present number is only sixty-two.

Of these, thirty-five are beneficiaries from Massachusetts, five from Maine, four from Vermont, three from Connecticut, and five from New Hampshire; five are trustees' beneficiaries, and five only pay their own expenses, in whole or in part.

The decrease of members will be only temporary, as there are already applications enough to carry the number beyond that of the last year.

It is, however, to be regretted, that a greater number of blind do not avail themselves of the advantages of the institution; and it is

mainly attributable to three causes; first, want of information respecting the nature and objects of the school; second, the difficulty of conveyance from remote parts of the country; and third, the reluctance of parents to part with a child whose infirmity the more endears it to them, and which, they think, cannot be so well managed by others as by themselves.

That the two first are the principal reasons, will appear from statistical facts. Massachusetts has three hundred and eighty blind, of whom thirty-eight, or about one-eighth part, attend this school; but of these, thirty-seven are from the ten eastern counties, and the majority from the towns within a circuit of twenty miles around Boston, while the four western counties send but one.

There are nine hundred and ninety-nine blind persons in New England, according to the last census; which is probably below the real number; but let us call it one thousand; now, if there should be the same proportion of the whole sent to the school, as are sent by Massachusetts the number would be one hundred and twenty-five.

Again; the deaf mutes of New England are eleven hundred and ninety-four. The institution at Hartford (calculated, like this, for all New England,) is comparatively old; it enjoys a wide spread and well-earned reputation; it receives one hundred and forty pupils, and the number, we believe, is gradually increasing. Should the blind be sent here, in the same proportion as the mutes are there, the number would be about one hundred and twenty.

Without calculating, then, upon other States, it may be safely estimated that the number of pupils sent from New England to this institution, will, in a few years, average above one hundred.

We have stated that the greatest number of pupils is from the towns about Boston, from which access to the institution is most easy; but to show the uncertainty of any statistical references drawn from a narrow circle of facts, it may be stated that the city, with a population of nearly 100,000, sends only two, and some years but one, while the small town of Andover sends five, and some years six. Essex county seems indeed to be peculiarly the region of blindness; about one-third of all our Massachusetts pupils being from there.

The prevalence of blindness in particular sections, arises not so much from physical causes, as from social causes; causes, too, which are controllable by individuals, and by society: we allude to the hereditary tendency of blindness, and to its spread to the collateral branches of a family. This tendency has been denied in the case of deaf mutes, and considered to be disproved by the several instances of intermarriage between mutes, whose offspring, nevertheless, hear and speak. It will require, however, the evidence of another generation to prove that the mutes enjoy any exemption from Nature's law. Be it as it may, however, with mutes, we consider it a well ascertained truth that there is a very strong tendency to hereditary propagation of blind-

ness; and that it will almost inevitably reappear among the immediate or remote descendants of a person congenitally blind.

A correspondence has been opened with different institutions for the blind in this country, and in Europe, with a view of ascertaining the proportion of *born blind*, and the number of those whose parents or relatives were blind; but as yet, with a few exceptions, vague and unsatisfactory information has been returned. One return from England gives only four per cent as the number of hereditary cases; but it is almost certain, judging from analogous cases here, that further research would have shown it to be much greater than this. The subject is an important one, showing as it does the operation of a natural law, and we hope that in each institution for the blind, a record of facts will be kept, by which it can be exactly ascertained; it should be borne in mind by whoever makes these researches, that there are many difficulties in the way of ascertaining the truth, and that a superficial inquirer would, by his first inquiries, be led far away from it. The self-esteem of parents often makes them reluctant to believe, or avow, that their offspring was born with any imperfection; and they, as it were, shift the responsibility from themselves to circumstances.

The mother of four blind children, on being interrogated, answered that all of them were born with sight, but that it was destroyed by inflammation when they were less than a month old. In cases of this kind, it may be safely inferred that the natural organization of the eyes was so imperfect, that they could not resist the stimulus of the light.

In every case where a pupil is received here, inquiry is made as to whether there has been any blindness, or any peculiarity of vision in the family; and the first reply of the parents is almost invariably—never! A little cross-questioning, however, generally shows that an almost forgotten grand-parent, an aunt, or an uncle, perhaps a brother or a sister, was blind; and sometimes the very person who thought there was no peculiarity of vision in his family, himself stands before the inquirer with distorted eyes, with only one perfect eye, or perhaps with only one eyeball, which he never considered any peculiarity at all. We subjoin two cases from our records.

Mr. B———, of Gardner, was nearly blind from birth; his son, Mr. B———, 2d, was blind nearly all his lifetime; but all of his six children have apparently good vision, and are now at middle life. Of these six children, one, Mr. B——— 3d, has six children, of whom five are partially blind; another has but one child, and that one is blind; another has four children, of whom one is blind; and a cousin has a blind child. Here the blindness intermitted one generation, but appeared in the next, multiplied by seven.

Nathan C———, of Wilmington, had five blind children. His nephew married a young lady whose sister had two blind children,

the result of which marriage between families tainted with blindness, was six children, five of whom were blind, four of whom are still living. A brother of the first named had two blind children; and a sister had one blind child.

Thus, in the generation of Nathan C——— there was no blindness, perhaps no known taint; but probably, could the truth be ascertained, his father or mother had it, and in the next generation it reappeared in fifteen persons.

But while the law of hereditary descent is inflexibly observed, there is as elsewhere in nature, a recuperative principle at work, by which any great aberration from the natural standard is prevented; the cases are increased in number, but diminished in intensity; that is, the descendents in the third generation of a person totally blind will be only partially blind, so that by the fifth generation the taint will have been so widely diffused as to be hardly perceptible. One or two instances, however, would seem to indicate an opposite working of the rule; that one totally blind person entails upon the third generation a number of partial cases, which in the next generation seem to be condensed again, and to appear in only one case of total blindness. But the latter supposition has by no means the weight of evidenec which supports the first.

We shall, on a future occasion, publish the results of pretty extensive inquires on this subject; believing it to be the duty of every establishment, supported by the public, to lay before it information on every subject that may have a bearing, directly or indirectly, upon the social weal.

We have persevered through the year in the attempt to establish a work department, (of which an account was given in the last Report,) where the blind may support themselves by their own labor; and although it has involved some expense, and will probably involve more, we shall continue it in the confident expectation, that it will receive its due share of public patronage, when it shall be more extensively known. It is intended as a place of employment for those blind presons who have received a course of instruction, and have no means of carrying on business for themselves. It is an important supplementary department to the institution; and when once firmly established, and regularly supplied with work, it will be of great use to the blind

We would, therefore, earnestly ask the friends of humanity to give it their patronage.*

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*There will be found at the Store, 152 Washington Street, an assortment of mattresses, mats, brushes, &c., all thoroughly made, of good materials; and they will be put at the lowest prices. Those who make their purchases there, may be sure that the sellers feel under a moral obligation to give the value of the money they receive; and they may feel sure also, that they are assisting, more than they can do by alms, young men and women who are striving by industry, to obtain an honest subsistence.

For a view of the financial affairs, we respectfully refer to the Treasurer's accounts, which, having been examined and approved by a committee of the corporation, are herewith submitted. For a more easy and general examination, we have prepared an abstract thereof, by which both the ordinary and extraordinary expenses, and resources, may be understood at a glance.

It will be seen that the ordinary annual expenses are about $12,000. Of this the principal item is $6.644.27 cts. for expenses of Steward's Department, which cannot be thought large when it is considered that it includes board, lodging, washing, fuel, &c., for about 70 persons.

The next item is $4,074.87 cts. for salaries, which includes the salary of the Director, the salaries and board of the teachers of music, and other branches. If this seems high let it be considered that the instruction is peculiar; that it must be mainly oral, and in small classes; and that good musical instruction is necessarily expensive.

The balance is for repairs, school books, and musical instruments; clothing indigent pupils; medicine; insurance; printing reports, &c.

The only ordinary income that can be safely calculated on is about $3000 from beneficiaries of other States and paying pupils, and $126.75 cts. dividends or stocks. There are no other sources from which income can be expected with any certainty; and from this it will be seen that the institution is dependent upon the liberality of the State of Massachusetts, not only for the means of effecting any considerable amount of good, but for its very existence. Should the annual appropriation from the State be discontinued, the institution would be without the means of going on six months; should any part of it be withheld, its operations must be curtailed in the same proportion. In the winter of 1839, '40, its affairs were thoroughly examined by a Committee of the Legislature, with a view of ascertaining whether any diminution of the State appropriation were practicable, or whether any alteration of the manner of granting were advisable. That Committee made a full report, which was adopted, and from which the following is an extract:—

"This establishment is no longer a doubtful experiment. From small beginnings, in an obscure street in the city of Boston, with only six poor blind children, destitute of funds, and doubtful of ultimate success, by the munificence of private individuals, and the liberal patronage of the State, under the management of its present able and indefatigable conductor, it has arisen to its present prosperous condition. Humanity, justice, policy and honor alike forbid that this service should be permitted to languish for want of adequate support. Can its expenses be materially lessened? Your committee, so far as they have had opportunity, have inspected the internal arrangements and economical concerns of the institution, and from other sources have sought information bearing upon this point, and they have de-

liberately come to the conclusion, that no material diminution in expenditure can be effected, without effecting in a corresponding degree the advantages of the pupils."

This institution is strictly a State Institution; individuals by giving their time, their talents, or their money, brought it into existence; but the State adopted, and has supported it; and to Massachusetts is mainly due whatever of honor may accrue from its operations.

The only condition which the State imposes in consideration of its liberal appropriation is, that twenty indigent blind persons shall be received and educated free of charge to themselves. But of this limitation the trustees have never availed themselves; they have always expressed to the Executive their readiness to receive additional pupils; they have, almost from the beginning, had a larger number than twenty on the free list; that number now amounts to thirty-five, and there is every prospect of its increasing; nor will the doors of the establishment ever be shut to applicants of the proper age, so long as it has the means of supporting them.

We are aware of but two objections which have been urged against the State appropriation with any appearance of reason; but neither of them are entitled to any weight in reality. It is said, first, that the State pays but about one hundred dollars each, for the education of its deaf mutes, at the Asylum in Connecticut, while it pays more than double that amount for the instruction of its blind at home. The answer is, that for many years after the establishment of the school in Connecticut, this State did pay two hundred dollars per annum for each of the deaf and dumb sent there; and that the charges of that institution have been reduced below the actual cost of supporting the pupils, in consequence of the accumulation of a fund principally derived from the sale of land, granted by the United States. Besides, in some departments of instruction, the cost of teaching the blind is very great; the course of music alone which is taught in our school would cost the parents of each pupil over one hundred dollars per annum. Then in the mechanical department, it is easy to see how great is the difference between a lad who has eyes and one who is blind.

Again; the Connecticut school is, as it were, a foreign establishment; this is a State Institution, calculated for the advantage of all the young blind of the State; it is not fair, therefore, to count the cost so much per head, because it was necessary to provide such an establishment, cost what it might; and because the future increase of numbers will not be attended by a proportional increase of expense to the State, if by any. The census shows that Massachusetts has three hundred and thirty blind persons, which is certainly below the real number, which we confidently believe is nearer four hundred.

The State recognizes the right of all her children to a participation in the common blessings of education; her blind children cannot

receive it in common schools; but, by the support which she gives to this institution, she provides for the instruction of all those who are of the proper age, be the number more, or less. She appropriates between eight and nine thousand dollars per annum for the benefit of a class of unfortunates, whom God in his providence has thrown upon her charity; and the enlightened and truly Christian statesman will inquire only whether this is judiciously and economically expended, and not grudgingly count the cost per head, and complain that a greater number of dollars and cents are required to solace one misfortune. than are given in relief of another.

Another objection has been urged with more plausibility, but with even less reason than the one just alluded to; it is, that there is no responsibility to the State for the proper expenditure of the grant. Even were this so, the trustees are blameless; they have always been ready to give a full account of their expenditures; they have invited investigation, and will ever be ready to meet it. It was at their suggestion that a resolution was introduced into the Senate in 1840, "requiring an Annual Report to the Legislature, embracing an Abstract of the Treasurer's Report of the preceding year" &c., &c., which resolution passed the Senate, but which failed in the House. Without some such requisition, the trustees did not feel that they ought to intrude an account of their expenditures upon the notice of the Legislature.

But in reality, there is strict accountability, and the Executive, as head of the Board of Visitors, and the Legislature, by its committee, can, at any time, obtain any information. And it will be well here to explain the whole organization of the establishment. By the original act. the property and authority of the institution were vested in certain individuals composing the corporation, to which have been since added all those who have contributed twenty-five dollars, and which is now composed of about three hundred persons.

It further enacts, "That the Governor and Lieutenant Governor, the President of the Senate, and the Speaker of the House of Representatives, with the Chaplains of the Legislature, for the time being, be, and they hereby are, made and constituted a Board of Visitors of the said Asylum, with authority to visit the same semi-annually and as much oftener as they may think proper, in order to inspect the establishment, and to examine the by-laws and regulations enacted by said corporation, *and generally to see that the object of said Institution is carried into effect.*"

The corporation chooses annually eight gentlemen, to whom the Board of Visitors adds four in behalf of the State, and the twelve compose a Board of Trustees, to whom the whole management of the Institution is entrusted for the year.

Thus it will be seen that the State has the means both of ascertaining what is the management of the establishment, and of regulating

and controlling its expenditures. If those to whom it delegates authority do not choose to exercise it, the fault surely is not ours; we can only construe it into a testimony of their confidence in us—into a negative proof of their trust, which should only incite to more zealous discharge of duty. We should greatly prefer, however, that those whom the law requires "*to see that the objects of the Institution are carried into effect*," should really do so; we decline the doubtful compliment of their leaving the establishment whole years without a visit, because we are sure that its interests are injured thereby; since information from those in whom the Legislature would have most confidence, is withheld from it.

The actual mode of expenditure is as follows. The corporation at its annual meeting chooses a treasurer, in whose hands are lodged all the funds, and who receives the appropriation from the State. The treasurer must be a member of the corporation, but not of the Board of Trustees. The trustees appoint two of their numbers as auditors of accounts, and the treasurer pays no bills except they are certified as correct by the director, and audited and approved by auditors. At the end of the year, the corporation appoints a committee to examine the accounts of the treasurer, with their vouchers.

We believe that in no public establishment has there been a more rigid and exact account of expenditures than ours; and we may add, that no board can perform its duties more cheaply than ours has done, for its services are gratuitous; nor has there ever been a cent paid for carriage-hire, refreshments, or anything of the kind, for any trustee. Neither the trustees nor any immediate officer of the Institution, have any control of the funds, except in the regular way, and we believe there has never been a dollar of the funds of the Institution lost.

We would reiterate the wish elsewhere expressed, that the Committee on Public Charitable Institutions, or some standing committee of the Legislature, should investigate the treasurer's accounts, and report generally upon the mode of expenditure of the State appropriation.

It gives us great pleasure to report favorably upon departments of intellectual instruction, and music. The pupils have been generally studious, and have made creditable progress. The teachers have been zealous and efficient; and the result of their mutual labors has been pleasant and profitable to both.

The instruction of Laura Bridgman, so interesting in its nature and important in its results, has been continued with gratifying success. So rapid, indeed, has been her progress in language, and so free and extensive has become her intercourse with other minds, that she presents a subject of less interest, perhaps, to the mere psychologist, while the philanthropist will rejoice at her restoration to the bosom of society and to her friends. A full account of her case will be found in an Appendix.

It has generally been supposed that cases of this dreadful privation were very rare—not one occuring in many millions of people. It is a singular fact that the Abbe Sicard, the celebrated teacher of the deaf and dumb, in his work, makes some speculations on the manner of treating such a case, should it ever occur, which, he says, "God forbid!" Nevertheless, *three* new cases of this kind have been brought to our Institution within the past year.

The first was a girl, named Lucy Read, aged fourteen years, from Vermont. The second is Oliver Caswell, aged twelve years, from Rhode Island, who lost his sight and hearing at the age of four years. The third is Julia Brace, the well known blind mute of the American Asylum at Hartford. It was supposed by her kind guardians there, and by the officers of the Institution, that possibly her mind might be roused to activity by being made to understand that Laura is in the same situation as herself, and can, nevertheless, converse freely with others; and that, perhaps, the mode of instruction of the blind, depending so much upon the touch, might be better adapted to her case, than that of the mutes. The hope of meliorating her condition was indeed very faint, but it seemed the only one, and of course was embraced. She has been here so few days that no certain prognostic can be made; but there seems to be a faint hope of success, although she is thirty-five years old, and the period of spontaneous activity of the perceptive faculties has gone by. A report of each of these cases will be found appended.

During the first part of the year, the printing of books was suspended for want of funds, and, but for the munificence of the President of the corporation, and of two or three individuals, nothing would have been accomplished.

Recently, by the spirit and liberality of the American and Massachusetts Bible Societies, a great and important work has been undertaken, and which we hope, by the aid of benevolent Christians, will in time be completed. It will be recollected, that six years ago, the first edition of the New Testament that ever was printed for the blind, in any country, was issued from our press. That edition has been completely exhausted, it having been called for in Europe, and even in the British possessions in India. It was then resolved to attempt to print the whole Bible in a much improved form, and upon stereotype plates. A commencement was made with the New Testament, and it has already been executed in two volumes instead of four, the number of volumes in the former edition, and in the edition subsequently printed at Glasgow. It is decidedly the most beautiful specimen of printing for the blind which has yet appeared. Besides this, the books of Genesis, Exodus, Numbers, and Deuteronomy, the Psalms and Proverbs have been stereotyped.

For the completion of this great work, and for the multiplication of

books for the blind, we would earnestly call for the aid of the benevolent.

The call is a strong one, and, were it well considered by the humane Christian, it would be irresistible, for it is a call of the blind to him for light, which he can give. The case is peculiar, because such is the expense of the books, and such the poverty of the blind, that they cannot be published and sold in the usual way. The funds of this Institution are not sufficient to meet the extra expense of publishing whole editions of works of which its pupils need but a small proportion, and unless extraneous aid is provided, we must hear in vain the touching appeal of the blind, from all parts of the country, for more books.

It may be said, that it is useless to go to the great expense of printing for the blind, because they can listen to reading by others. But we would ask the objector if he himself would forego the privilege of reading, or fail to teach his child to read, because he could listen to others? What Christian would forego the privilege of reading his Bible himself, or be deprived of shutting himself up in his closet, and communing in secret with the sacred writers? It cannot be difficult for a feeling heart to conceive the rapture of a blind person on finding suddenly that a way is opened by which he can himself read—that means are provided by which he can cheer his solitude, and pass pleasantly and usefully the hours which before were wont in sadness and listlessness to "drag their slow length along."

Hundreds of cases might be cited, showing the pleasure and the profit which blind persons receive from books in raised letters; but we will confine ourselves to a few. A blind British soldier at one of the stations upon the Ganges, by some chance, met with a copy of one of the reports of this Institution, to which was appended a specimen of the raised letters in large type; he soon found that he could feel them out, and being a pious man, became exceedingly desirous of possessing a copy of the Testament. One was sent to him through the missionary society, and he laid hold upon it with the greatest eagerness. He found, however, to his dismay, that though he could read the large print, yet such was the thickness of the skin of his fingers, that he could not make out the smaller letters of the Testament. He soon bethought himself of a method of improving his touch, and applied blisters to the ends of his fingers. As soon as the new skin was formed, he found them more sensitive, but still not quite enough so; he renewed the blisters, therefore, and continued to do this, until at last his touch became so nice, that he could read easily, when he literally sang aloud for joy.

A number of young persons, connected with our Institution, were accustomed to hold a weekly meeting for prayer and religious conversation. In a dark room, and without any seeing person present, they

held communion with Him who seeth in secret, and to whom darkness is light. But they had no Bible, for at that time the first edition of the Testament was passing through our press. As soon as a copy could be done up, it was sent to one of these meetings, and occasioned equal surprise and delight. It was like giving a candle and a book to a person who had been shut up for years in a dark cell. They wrote an autograph letter of acknowledgment, of which a fac simile is appended.

The following letter was addressed by a poor blind woman nearly fifty years old, to some gentlemen who had furnished her with parts of the Scripture:

HIGHLY ESTEEMED FRIENDS,

GENTLEMEN,—Lovers of the precious Bible,—as I cannot write myself, I have neither time nor talent to introduce this imperfect scrawl to your notice. I humbly ask you to receive it as a token of my love and gratitude to the *Lord* and *yourselves.* As he has made you the honored instruments of endearing life to me, I know not by what means I could show my gratitude better, than to give you a simple detail of the course I have pursued to obtain the invaluable privilege of reading the precious word of life. At four months old the small-pox deprived me of my natural sight, and I had lived in the world until I had entered the forty-seventh year of my age, when I received your generous present. This, *gentlemen*, endears life to me. It will not be *three years* until next July, since I received your invaluable present. On the eighteenth of the month above-named, I commenced with the alphabet. That I learned the first day, two hours of which I spent in ascertaining the difference between the letters of C and G; this I knew must be done while I had them in alphabetical arrangement. Then I proceeded to *feel* and *spell the Lord's Prayer*; and though I had not *five* hours' attention in *teaching* during the period of three weeks, yet notwithstanding, from intense study I accomplished the same. I then took the scriptural sheet which contained a part of the 22d and 23d chapters of Acts; I felt, spelled and read them in *three* weeks more. After six weeks had elapsed, I found, from loss of *sleep* and *appetite*, I was becoming much debilitated; my hands were affected with tremors which rendered it quite difficult for me to trace the lines with my fingers. I then found I could not accomplish this grand and important enterprise without the benefit of instruction.

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The want of health obliged me at this period to abandon my study. My limited circumstances in life had always obliged me to do something for my own support, my industry hardened my fingers, so as to cause a heavy pressure of the hand to make the finger susceptible of the formation of the different letters, consequently my fingers have been so cut off, as for the blood to follow them across many of the lines of my precious book; on one spelling-lesson my friends counted thirty-six marks of blood from my worn fingers.

* * * * * * * *

During my first month and a half instruction, I read and committed twenty-five verses of the first chapter of Christ's Sermon on the Mount. The next two months I read and committed from the fourth chapter of the same Gospel up to the eleventh; and since that period I have read regularly through the Testament to the twelfth chapter of Acts. I read each chapter three times before I leave it.

* * * * * * * *

I have enjoyed, strictly speaking, the benefit of five months' instruction; the other month I consider as being lost on account of soreness of fingers, and other unavoidable causes.

Now I believe I have given you a *true, simple* statement of all the particulars. I have told you of the course I have pursued in my own simple way, stating every circumstance as near as possible, and my reasons for so doing; *first*, to let you know that your labor of love is not lost. *Second*, a hope inspires my heart to think, that this simple statement will induce you to pity some other *poor* unfortunate creatures and bestow upon them the same invaluable blessing. I am subscribed your humble debtor,

MARY S. COLLINS.

Leedsville, Atlantic Co. N. J.

These cases will show how eagerly the blind seek for books, and how diligently they will use them.

After the Bible, there should be printed a series of standard works on science; books that require not one reading merely, but diligent study; books of reference, in short, to which they may turn for knowledge.

And shall they not have them, although they should serve only to cheer a solitary hour, and give a single ray of mental light? Can it be that a portion of our fellow-creatures shall call from out their darkness for mental light, and the community not give it because of the expense, when it can build monuments to battles, and fill its streets with marble porticoes, and its houses with every article of luxury? We trust not: we trust that this country will set the example of doing everything which can possibly be done, to lighten the misfortunes of the blind, whom the providence of a wise God has thrown upon its charge.

We are happy to acknowledge that a liberal Christian of our community, has paid the whole expense of printing the book of Proverbs; and we hope that others, in imitation of his example, may give to the blind the various books composing the Scriptures.

The usual course of study, music, and manual labor, which has been so often detailed in former reports, has been pursued during the past year. Every year, indeed, brings confirmation to the hopes of those who founded this establishment, and although all the blind who go through with a course of instruction, are not able at once to provide for themselves, they are elevated intellectually and morally, and the success of the experiment may be considered as certain.

But while we thus congratulate the friends of this Institution upon its success, and its establishment upon a permanent basis, we rejoice to extend the congratulations to all the friends of the blind and of humanity, upon the general success of the cause throughout our country. In whatever State the subject has been presented to the Legislature and the public, it has been embraced with ardor, and provision immediately made for the instruction of the Blind.

The Director of this Institution has appealed to the Legislatures of nine different States, either to establish schools, or make appropriations of money for the instruction of the blind at other schools, and it may be stated, as a fact creditable to our country, and encouraging to the cause of humanity, that in all those bodies, whose collective numbers amount to about two thousand, only two votes have ever been given against the projects.

When the act incorporating this Institution was passed by the Legislature of Massachusetts in 1829, no provision had been made in this country for the education of the blind. So novel was the whole subject, and so difficult was it to procure information, that more than three years elapsed before the school could be put in operation; yet, since then, others have been established in New York, Pennsylvania, Ohio, Virginia, and lastly, in Kentucky. Besides this, the States of Maine, Vermont, New Hampshire, Connecticut, New Jersey, Maryland, South Carolina, and Louisiana, have made provision for sending some of their blind for instruction at the public expense, to other States. Thus in nine years from the first introduction of the system, it has been adopted by more than half of the States of the Union; nor will the others be long behind.

For this gratifying success we would not only congratulate the blind and their friends, but the communities where it has been obtained; for they will find that "it is more blessed to give than to receive." If it be true that a single vicious establishment tends to taint the whole moral atmosphere of a community, it is as true that a single benevolent or charitable one, tends to purify it: vice is contagious, but so is virtue; and a school for the blind, calling into exercise, as it so strongly does, all the kindly and benevolent feelings of its neighbors and visitors, thereby increases and strengthens them. Not for the blind alone, then, but for the sake of the community, and for the cause of humanity, we ardently long to see schools for their education multiplied, and scattered over our wide country, until every blind child may have easy access to them, and the sacred obligation of society be fully discharged.

That it is a social obligation, every reflecting person must admit: blindness is prevalent in all ages, and in all countries; and unless some great change takes place in the physical condition of the race, it will always prevail. It is a condition then of social existence; and if society admits the claim of any of the rising generation to education, most of all will it admit that of the young blind.

But the obligation, like others, is mutual; society will educate the blind, and the blind must return the obligation to society by becoming, as far as possible, useful members of the body social. A new era in the history of the blind is commencing in this country; already the different schools are beginning to send out many young persons who

are well instructed, and they will send out many more; and to these we would address a word of friendly counsel.

"You belong to a class who have hitherto been objects of mere pity; since the day when Bartimeus sat and cried, Jesus of Nazareth have mercy on me, down to this age, the place of the blind man has been the way-side; his attitude has been that of a beggar. Even in those countries where mendicity has been forbidden, and beggars are routed by the police, the poor blind man has been respected, and still extends his hands for alms by the city gates, or at the church portals. But not those alone who wear the garb, and assume the attitude of the suppliant, are in fact beggars; the great majority of blind persons are regarded as burdensome upon their friends; they eat the bitter bread of charity all their days, and too often end them in an almshouse. With you it rests to redeem the character of the blind in this country; and we would beseech you to act upon the principles which we are sure are inculcated in other schools as well as in ours. In the first place, be grateful to God for the existence, and the means of enjoyment which He has given you; and hold yourselves responsible to Him for the due improvement of all your talents and opportunities. Seek not charity in any shape; refuse it gratefully, but firmly. Seek for employment, and work diligently at it; consider any occupation that is useful, to be honorable; and be satisfied with an independence, however humble the abode, or frugal the fare. In your social relations always look up; seek the society of the intelligent and the virtuous, for with such your education has entitled you to associate. Respect yourselves, and others will respect you; understand your social rights, and assert them. If you are of the proper age to vote, qualify yourselves, and always exercise the privilege; if you are drawn as a juryman, serve upon the jury; as members of lyceums, as church members, in short, in whatever way you can exercise social and political rights and duties, be sure to do so. Fear not that you may be repelled; you will be met more than half way by every one who has any right to be called a man; you will be recognized as a friend, and an equal; you will become a member of the body social and political; and you will have, not only the reward of self-respect, but the satisfaction of helping to elevate your fellow-blind. You feel within you the proud consciousness that every department of intellectual knowledge is open to you; you know that one of your comrades is successfully competing with the best educated youth at one of the first Universities in the country; you are conscious that in the nobler parts of man's nature, in his moral and religious capacities, you are as richly endowed as any of your fellow-men; it is merely a material organ, a physical attribute that is wanting; and shall this be an obstacle to your intellectual and moral elevation? We trust that every one of you, by your lives and your examples, will answer, *it shall not!*

and that in this country, through your means, the blind shall be gathered in from the wayside, and the alms-house, to the bosom of society, and the enjoyment of its choicest privileges."

Finally, we would close this Report with expressing to the Corporation our confidence in the sound and healthy condition of the institution; and our belief that it will continue to grow more and more useful to the blind, as well as ornamental and honorable to the State to which it owes its support.

Some may regret that it is not so well endowed as to be beyond the reach of any contingency, or any calamity which may effect the State; but we trust so long as an institution for the relief and education of the blind, shall continue to deserve the confidence of Massachusetts, and to need her aid, so long will her citizens and her representatives continue cheerfully to give it.

All of which is respectfully submitted.

In behalf of the Trustees.

EDWARD BROOKS, } *Committee.*
THOMAS G. CARY, }

SAMUEL G. HOWE, *Secretary.*

APPENDIX A.

DIRECTOR'S REPORT ON LAURA BRIDGMAN.

TO THE TRUSTEES.

GENTLEMEN,

This interesting child has continued through the past year to make rapid progress in the acquisition of knowledge. She seems, indeed, to advance in a geometrical ratio, for every step which she takes aids her in that which is to follow. She has now become so well acquainted with language that she can comprehend and use all the parts of speech; and, although her vocabulary is still very small, it is so perfectly familiar as to be to her exactly what speech is to others,—the vehicle for thought. She labored, for a long time, under a difficulty like that experienced by persons learning a foreign language; she had to make an effort to recall the sign with which she was to associate an idea; but now, the association is not only spontaneous and immediate, but, as with others, apparently necessary. As, when we see an object, —a house, or a dog,—we invariably think of the words *house*, *dog*—so every thing with which Laura comes in contact is instantly suggestive of its name in her finger language.

Moreover, every thought that flashes through our minds is so intimately associated with language as to seem inseparable from it; for, although it is true that we do not always embody the thought in language, yet we think of the words; and when we are intently engaged or interested, then we are apt to express the emotion by an audible, sign,—by words. A person looking earnestly for anything that is lost, on suddenly finding it will think of the words, "I've found it," or "Here it is," or "How glad I am!" and perhaps he will utter them aloud. So with Laura, I doubt not that every thought instantly and spontaneously suggests the finger language,—the signs with which it is associated; for if she be intently engaged by herself, her fingers are moving, and, as it were, mechanically forming the letters, though so swift and fleeting are the motions that no eye can trace them. I have often arrested her when thus soliloquizing, and asked her to tell me distinctly what she had been saying to herself; and she has laughed, and sometimes said, "*I cannot remember;*" at other times, by a strong mental effort, she has recalled the fleeting thoughts, and repeated them slowly. Visitors are sometimes amazed that her teachers can read the words as she forms them on her fingers; for so swift and varied are the motions, that they can see them only as they see indistinctly the spokes of a wheel in rapid motion; but, as by increase of motion, these separate spokes disappear, or are seen but as one, so do the motions of Laura's fingers, when she is talking rapidly to herself, become confused and illegible even to those most conversant with them.

Another proof of the spontaneous connection between her thoughts and these arbitrary signs is the fact that, when asleep, and disturbed

by dreams, her fingers are at work, and doubtless uttering her thoughts irregularly, as we murmur them indistinctly in broken slumbers.

Some philosophers have supposed that speech, or the utterance of of thought by vocal signs, was a human invention,—a selection by man's wisdom of this particular form of communicating thought, in preference to any other form, as that of motions of the hand, fingers, &c.; and they suppose that a community might be formed with a valuable language, and yet without an audible sound. The phenomena presented by deaf mutes, however, contradict this supposition, if I rightly understand them. So strong seems the tendency to utter vocal sounds, that Laura uses them for different persons of her acquaintance whom she meets, having a distinct sound for each one. When, after a short absence, she goes into the sitting room, where there are a dozen blind girls, she embraces them by turns, uttering rapidly, and in a high key, the peculiar sound which designates each one; and so different are they, that any of the blind girls can tell whom she is with. Now, if she were talking about these very girls to a third person, she would make the sign for them on her fingers without hesitation; yet I am inclined to believe that the thought of their vocal sign occurs first, and is translated, as it were, into the finger language, because, when she is alone she sometimes utters these sounds or names of persons. She said to me, in answer to a question, why she uttered a certain sound rather than spelled the name. "*I think of Jennette's noise,—many times, when I think how she give me good things; I do not think to spell her name.*" At another time, hearing her, in the next room, make the peculiar sound for Jennette, I hastened to her, and asked her why she made it; she said, "*Because I think how she do love me much, and I love her very much.*"

This is not inconsistent with the opinion which I advanced at first, that she associates her thought *immediately* with finger language; it only shows that the natural tendency of the human mind is to express thought by some kind of symbol; that audible signs by the vocal organs are the first that suggest themselves; but that, where this avenue is blocked up, the natural tendency or inclination will be gratified in some other way.

I do not doubt that I could have trained Laura to express her thoughts, to a considerable extent, by vocal signs; but it would have been a most rude and imperfect language; it would have been indeed a foolish attempt to do, in a few years, what it took the human race generations and ages to effect.

Some persons, who are familiar with teaching the deaf mutes, have expressed their opinion that Laura already uses language with greater precision than children who have about the same degree of knowledge, but who are merely deaf and dumb. I believe this is true; and it confirms what I think might be inferred *a priori*, viz., that the finger language should be used as much as possible, in teaching the mutes, rather than the natural signs, or pantomine. I am aware that I am treading on delicate ground; that the subject involves very nice metaphysical considerations, and has an important bearing upon the whole subject of deaf-mute instruction, of which I by no means pretend to be a competent judge; nevertheless, I trust I shall not be deemed presumptuous, if I throw out such thoughts as Laura's case has suggested, in the hope that they may be of some service to others.

The language of natural signs is swift in the conveyance of meaning; a glance or a gesture will transmit thought with lightning-like speed, that leaves spoken language a laggard behind. It is suscepti-

ble, too, of great improvement, and, when highly cultivated, can express almost every variety of the actor's thought, and call up every emotion in the beholder's mind: it is like man in his wild state, simple, active, strong, and wielding a club; but spoken language, subtle, flexible, minute, precise, is a thousand times more efficient and perfect instrument for thought; it is like civilized man, adroit, accomplished, well-trained, and armed with a rapier.

But it is too late to discuss the comparative merit of vocal language, and the language of natural signs, or pantomime; all the world, except the deaf mutes, use the first; the mutes are clearly in the minority, and must yield; the majority will not talk to them in the language of natural signs; they must, therefore, make themselves as familiar as possible with arbitrary language, in order to commune with other minds; and to enable them to have this familiar communion, is, I believe, the principal object aimed at in all good schools for the deaf and dumb. But I understand that the educated deaf mutes, generally, are little disposed to talk in alphabetic language; that there are very few of them who, after they leave school, make much use of it; and that, moreover, they are not fond of reading, although they have learned to read, and understand what they read, pretty well; they prefer to use the natural signs as a medium for the reception and communication of thought, *because they are most intimately associated with, and suggested by the thought.* If a deaf mute wishes to say to you, *He is my friend*, he hooks his two fingers together; the thought of his friend instantly and spontaneously connects itself with this sign; and if he is obliged to express it to you, he can do so only by *translating* this sign into the finger language, and spelling the words, *He is my friend.* Now, it seems to me both feasible and desirable to make the finger language so familiar to him, so perfectly vernacular, that his thoughts will spontaneously clothe themselves in it. Why are words in the finger language so familiarly connected with thought by Laura Bridgman? because she could use but few natural signs, or but little pantomime, and she has been prevented, by her teachers, from using even that little, so that the current of her thoughts, forced in a different direction, has worn for itself a channel, in which it flows naturally and smoothly.

Common children learn a spoken language from their mothers, brothers and sisters, and companions; and it becomes their vernacular. They go to school, and learn to substitute for these audible signs certain printed characters, so that, when they see them, they shall suggest the audible signs; that is, they learn to read; but they never read with pleasure until the sight of the printed words suggests easily, and without effort, the audible signs. Persons who have learned to read, late in life, or who are little accustomed to read, pronounce every word aloud as they go along; if they are a little familiar with reading, they merely move the lips without uttering the audible signs; and it is only when very familiar with the mechanical process, that the eye glances along the page, and the mind takes in the sense rapidly; but even then it is doubtful if the sight of a word, for instance, *horse*, does not immediately suggest the audible sound, rather than the picture of the animal. At any rate, it is very important that a familiar use of the written signs of audible sounds should be had early in life, in order that reading may be pleasant or profitable afterwards.

Deaf-mute children, of their own accord, make a few natural signs; they learn some others from imitation, and thus form a rude language, which, on going to school, is amplified and systematized, and which is used with their companions and teachers, until it becomes their ver-

nacular. They learn, at the same time, to use common language in their classes; that is, they learn to read, to write, and to make sentences by spelling words with their fingers; *but this does not come to them vernacular;* they are like seeing children learning a foreign language; they read, write, and speak in it to their teacher, but the moment they are out of school, they resort to the language of natural signs,—of pantomime. When they go away from school, they will not speak in the arbitrary language of signs any more than common children will speak in French, when they can make themselves understood by others; they will not read common books any more than other children, imperfectly acquainted with French, will read in French books. Now, as, to oblige a common child to learn French, I would place him in circumstances where he would be required to use it continually, so I would place the dumb child in such circumstances that he would be obliged to use the finger alphabet, writing and reading, until the language should become to him *vernacular;*— until the thought of a *horse*, for instance, should instantly be associated in his mind, not with the motion of his two fore-fingers imitating the ears of the animal, but with the word *horse*. Laura has been thus placed by nature; were she only deaf and dumb, she would acquire by imitation the natural signs used by others, and use them herself; but, being blind, she cannot see them, and her teachers carefully abstain from giving her any.

Doubtless, had she not come so early under instruction, she would have formed a number of natural signs; and probably these would have been an obstacle to her progress in learning arbitrary signs. Her little companion in misfortune, Oliver Caswell, was twelve years old when he came under instruction; he had begun to use natural signs; and it is pretty clear that the possession of them, by enabling him to express a few of his wants, lessens his eagerness to acquire the arbitrary signs by which Laura expresses so clearly her thoughts. He, however, begins to perceive the usefulness of the arbitrary signs, and is every day asking of Laura, and of others, the names of things.

I shall first give an account of what may be called her physical condition, and its attendant phenomena. She has had almost uninterrupted health, and has grown in stature and strength. She is now tall of her age, well-proportioned, and very strong and active. The acuteness of her touch, and of the sense of feeling generally, has increased sensibly during the last year. She can perceive when any one touches a piano in the same room with her; she says, "*Sound comes through the floor to my feet, and up to my head.*" She recognizes her friends by the slightest touch of their hands, or of their dress. For instance, she never fails to notice when I have changed my coat, though it be for one of the same cut, color, and cloth;—if it is only a little more or less worn than the usual one, she perceives it, and asks, "*Why?*" It would appear that in these perceptions she employs not only the sense of touch, but derives great assistance from what Brown would call a sixth sense, viz., the sense of muscular resistance. Aided by both of these, she has acquired surprising facility in ascertaining the situation and relation of things around her. Especially is it curious to see how accurate is her perception of the direction or bearing of objects from her; for by much practice and observation she has attained, to some extent, what the bee and some other insects have in such perfection by instinct,—the power of going straight toward a given point, without any guide or landmark. For instance, when she is told to go from any part of the room to a particular door or window, she goes directly and confidently on, not groping, or feeling the walls,

she stops at the right instant, raises her hand in the right direction, and places it upon the door-knob, or whatever point she may have aimed at. Of course, it is not supposed that she can exercise this power when she is in a new place, but that she has attained great facility in ascertaining her actual position in regard to external things.

I am inclined to think that this power is much more common than is usually supposed, and that man has the desire and the capacity of knowing all the relations of *outness*, (to use a word of Berkeley,) so strongly marked as almost to deserve the name of a primitive faculty. The first impulse on waking in the morning, is to ascertain where we are; and, although the effort to ascertain it may not be apparent in common cases, yet, let a person be turned round when he is asleep, and see how instantaneously on waking he looks about to ascertain his position; or, if he is lying awake in the dark, and his bed should be turned round, see how difficult it would be for him to go to sleep without stretching out his hand to feel the wall, or something by which the desire in question may be gratified. Swing a boy round till he is dizzy; look at a girl stopping giddy from the waltz; or a person who has been playing blind man's buff, and has just raised the handkerchief, and mark how, by holding the head, as if to steady it, and eagerly looking around, the first and involuntary effort of each one is to ascertain the relations of *outness*. If it has ever occurred to the reader to fall asleep lying on his back, with his arms crossed under his head, and to have them *get asleep*, or become benumbed, he will recollect his consternation on waking, at the thought that his arms were cut off: and his strange sensation, when by a violent effort he has raised himself, and the two limbs fall dead and lead-like upon his thighs; that sensation, then, confined to the arms, if extended all over the body, would be the one we should have if the nerves upon the surface of the body gave us no impression in regard to external things, even of the atmosphere. Who could be easy a moment if he had no notion of what he was sitting or standing upon, or any perception or idea of being supported and surrounded by material objects?

Laura, (or any blind child,) if taken up in a person's arms, carried into a strange room, and placed in a chair, could not resist the inclination to stretch out her hands, and ascertain, by feeling, the relations of space and objects about her. In walking in the streets, she endeavors to learn all she can of the nature of the ground she is treading on; but she gives herself up generally to her leader, clinging very closely to her. I have sometimes, in play, or to note the effect, suddenly dropped her hand, when she was in a strange place, and started out of her reach, at which she manifested, not fear, but bewilderment and perplexity.

I have said she measures distances very accurately; and this she seems to do principally by the aid of what Brown calls the sixth sense, or muscular contraction, and perhaps by that faculty to which I have alluded above, by which we attend to the relations of *outness*. When we ascend a flight of steps, for instance, we measure several steps with the eye; but, once having got the gauge of them, we go up without looking, measure the distance which we are to raise the foot, even to the sixteenth of an inch, by the sense of contraction of the muscles; and that we measure accurately, is proved when we come to a step that is but a trifle higher or lower than the rest, in which case we stumble.

I have tried to ascertain her mode of estimating distance, length, &c., by drawing smooth, hard substances through her hand. When a cane, for instance, is thus drawn through her hand, she says it is long

or short, *somewhat* according as it is moved with more or less rapidity, that is, according to the *duration of the impression;** but I am inclined to think she gets some idea of the rapidity of the motion even of the smoothest substances, and modifies her judgment thereby.

I have tried to excite the dormant senses, or to create impressions upon the brain, which resemble sensations, by electricity and galvanism, but with only partial success. When a galvanic circuit is made by pressing one piece of metal against the mucuous membrane of the nose, and another against the tongue, the nerves of taste are affected, and she says it is like medicine.

The subject of dreaming has been attended to, with a view to ascertaining whether there is any spontaneous activity of the brain, or any part of it, which would give her sensations resembling those arising from the action of light, sound, &c., upon other persons; but, as yet, without obtaining positive evidence that there is any. Further inquiry, when she is more capable of talking on intellectual subjects, may change this opinion, but now it seems to me that her dreams are only the spontaneous production of sensations, similar to those which she experiences while awake, (whether preceded or accompanied by any cerebral action, cannot be known.) She often relates her dreams, and says, "*I dreamed to talk*" with a person, "*to walk with one.*" &c.; if asked whether she talked with her mouth, she says, "*No,*" very emphatically, "*I do not dream to talk with mouth; I dream to talk with fingers.*" Neither does she ever dream of *seeing* persons, but only of meeting them in her usual way. She came to me, the other morning, with a disturbed look, and said, "*I cried much in the night because I did dream you said good bye to go away over the water.*" In a word, her dreams seem as ours do, to be the result of the spontaneous activity of the different mental faculties producing sensations similar in kind to our waking ones, but without order or congruity, because uncontrolled by the will.

Experiments have been tried, so far as they were deemed perfectly innocent and unobjectionable, to ascertain whether strong magnets, magnetic tractors, or animal magnetism, have any effect upon her, but without any apparent result. These are all the physical phenomena which occur to me as worthy of note.

In the development of her intellectual powers, and in the acquisition of knowledge, not only of language, but of external things, and their relations, I think she has made great progress. The principal labor has, of course been upon the mere vehicle of thought,—language; and if, as has been remarked, it is well for children that they do not know what a task is before them when they begin to learn language, (for their hearts would sink within them at the thought of forty thousand unknown signs of unknown things which they are to learn,) how much more strongly does the remark apply to Laura? They hear these words on every side, at every moment, and learn them without effort; they see them in books, and every day, scores of them are recorded in their minds: The mountain of their difficulty vanishes fast, and they finish their labor, thinking, in the innocence of their hearts, that it is only play; but she, poor thing! in darkness and silence must attack her mountain, and weigh and measure every grain of which it is composed; and it is a rebuke to those who find so many lions in the path of knowledge, to see how incessantly and devotedly she labors

* Brown seems satisfied by saying in explanation of many similar phenomena,—that we judge of length by the duration *in time* of successive sensations; but he only gets us down from the elephant to the tortoise; for he is by no means successful in explaining how we get an idea of lapse of time.

on from morn till night of every day, and laughs as if her task were the pleasantest thing in the world.

But I shall best show to what extent she is acquainted with language, by giving some of her conversations which have been recorded during the last year. She can now converse with any person who knows how to make the letters of the manual alphabet for mutes. Most of the members of our large household, and many of our friends, can do this, so that she has a pretty wide circle of acquaintances. She can read understandingly in very simple introductory books for the blind; and she takes delight in doing so, provided some one is near her to explain the new words, for she will never, as children are often allowed to do, pass over a new word, and guess the meaning from the others, but she is very uneasy, and runs round, shaking her hands until she finds some one to explain it. Discoursing one day with her teacher about animals, she asked, "*Why do dog not live with pig?*" Being told pigs lived in a sty, and were dirty, while dogs loved to be clean, she asked, "*What do make dog clean? When he has washed him, where do he wipe?—on grass?*" She is very curious to know all about animals, and it is necessary to satisfy her upon every point. A hundred conversations like the following might be recorded. After hearing some account of worms, she said, "*Has your mother got some worms?*" No, worms do not live in the house. "*Why?*" They live out of doors that they may get things to eat. "*And to play? Did you see worm?*" Yes. "*Had he eyes?*" Yes. "*Had he ears?*" I did not see any. "*Had he think?*" (touching her forehead.) No. "*Does he breathe?*" Yes. "*Much?*" (at the same time putting her hand on her chest, and breathing hard.) No. "(Not)* *when he is tired?*" Not very hard. "*Do worm know you? Is he afraid when hens eat him?*"

After a visit to a barn, she asked many questions, as "*Can cow push horse with horns? do horse and cow sleep in barn? do horse sit up late?*" Told her that horses did not sit up. She laughed, and said, "*Do horses stand up late?*"

One day her lesson was upon the materials of which knives are made; being told that the handles were of horn, she became very much interested in learning all about horns, their dimensions, use, &c.. &c. "*Why do cows have horns?*" said she; answer, To keep bad cows off when they trouble them. "*Do bad cows know to go away when good cow pushes them?*" After sitting some time in thought, she asked, "*Why do cows have two horns? to push two cows?*" moving her hands in the direction in which she supposed the cows would go when pushed.

Her curiosity is insatiable, and by the cheerful toil and patient labor with which she gleans her scanty harvest of knowledge, she reproves those who having eyes see not, and having ears hear not.

She one day found a blank notice printed in raised letters, running thus:—"Sir, there will be a meeting of trustees. &c. Yrs. respectfully, &c." She ran eagerly to her teacher, saying, "*What is* SIR, *what is* TRUSTEES, *what is* RESPECTFULLY, *what is* YRS?" The journal says, "I defined *sir* and *yours*; she received my explanation of *sir* without comment; and when I told her *yrs* meant *yours*, she remarked, "*Like thine.*" I could not decide how to explain *respectfully*, but told her she must wait till after dinner. After more thought, I decided it was not best for me to attempt it, and said, I would teach her when she was tall, or she might ask the doctor.† She seemed very sad, and said, '*I will ask doctor, for I must know.*' "

*Where I think the reader would not understand her, I have supplied the word necessary to eke out her meaning, always printing such word, however, in Roman letter, so that any one can know the exact words which she did use.

†This teacher had but recently commenced with her.

When I had been absent from home a month, she was told I should be back in a month more; she said. "*Doctor will not come for four weeks; four weeks and four weeks make eight weeks; he is going to make many schools.*" She then asked, "*Will there be deaf boys and girls too in the schools? Will the doctor be very tired; does he stay to take care of many little blind girls?*"

Laura is interested in conversation of a general nature; talking of vacation, she made an unusually long sentence,—"*I must go to Hanover to see my mother; but no, I shall be very weak to go so far; I will go to Halifax if I can go with you. If doctor is gone, I think I will go with Jennette;* if doctor is at home. I cannot go, because he does not like to be left alone; and if J— is gone, he cannot mend his clothes and fix all things alone.*"

I commend this sentence, involving as it does, assertion, negation, time, condition, number, &c., to the attention of those who doubt whether Laura can have a correct notion of language; and especially to the director of a Western State School for the Deaf Mutes, who took pains in a public lecture to say, that it was impossible for her to conceive the force of the word IF in a complicated sentence. He considers much of what is told about her as savoring of "*humbug*," and says of it, to use his own tasteful phrase, "Tell this to the marines; the sailor's won't believe it."

Let him read the above sentence, and if he still thinks Laura talks like a parrot, let him come and see her, and watch her beaming and changing countenance as the sentences fall from her fingers,† and he will be as glad to retract his uncharitable sentiment, as I shall be to forget the discourteous form in which he uttered it.

If this dear child's life should be spared, not only will she be able to comprehend sentences such as he has selected, but to do what is more important,—she will furnish argument stronger than cold philosophy can bring to refute materialism, and to assert the native power of the human soul which can struggle up against such obstacles, and from such utter darkness, until it sports joyously in the light of knowledge.

She has kept a little diary during the last year, and writes down an account of what she has done, learned, or said, during the day. She writes a legible hand, and some of her remarks are very interesting.

She is fond of writing letters; and the following, which is entirely of her own composition, will give an idea of her style:—

"Dear Mrs. Morton.—I was glad to have a letter from you. You were very good to write to me. I want you to write to me soon. Miss Rogers sends her love to you very much. I send love and kiss to you. I am well now. Miss Rogers and Swift are very well. Oliver can talk fast than me do. Laurena is very much better now; she will have standing stool to walk in if she can learn good. Dr. Howe went away and came again. Miss Pilly is sick in her head bad. I do not forget to think of you many times. I walk in street all day to make me well and strong. Miss J— sends her love to you. I told Caroline to come and see you; she would come with me soon in vacation to see you long. All girls and dolls are well. I will write to you again soon. I want to see you very much. I came to Halifax to see you with Miss J. and Swift. I was very glad to know in new words. I do read in books. Miss Rogers teach me about it. Oliver knows all things good. J— bought new two handkerchiefs for me, and she was good. Good bye. LAURA BRIDGMAN."

*My sister.

†It may be remarked here generally, that her teachers are not responsible for the correctness of all the words she uses, since recently she has begun to learn some general conversation.

The following extracts will show her idea about the seat of sensation. "During the lesson to-day, Laura stopped suddenly, and holding her forehead, said, '*I think very hard; was I baby did I think?*' meaning, when I was a baby did I think, &c.

"Again, Laura came to me to-day, saying, '*Doctor will come in fourteen days, I think in my head.*' Asked her if she did not think in her side and heart. '*No*, said she, '*I cannot think in heart; I think in head.*' Why? '*I cannot know; all little girls cannot know about heart.*'" When she is disappointed, or a friend is sick, and she is at all sad, she says, "*My heart aches; when heart aches, does blood run?*" She had been told about the blood circulating, but supposed that it did so only when she could feel it. "*Does blood run in my eyes; I cannot feel eyes blood run.*" One day, when probably her brain was fatigued, she said, "*Why cannot I stop* to think? I cannot help to think all days; do you stop to think? does Harrison stop to think now he is dead?*" This was just after the President's death, an event about which the blind children had talked much among themselves and to Laura.

And here, upon giving what seem to me the child's notions about death, it will be proper to remark that they are less curious and valuable to the psychologist than they would have been had she been more completely isolated. Within the last year, she has acquired great facility of conversing with other persons, and of course may have received notions from them. It would have been perfectly easy to isolate her by adopting an arbitrary system of signs, and not teaching it to others; but this would have been great injustice to the child, because the only possible way to make her familiar with language, was constant opportunity of exercising it as fast as she learned it. Now, no teacher could be with her always; and if she could, a teacher cannot be a child, and Laura craved at times the society of children.

Strong, therefore, as was the temptation to improve this rare opportunity of watching the development of mind (for it seemed like looking at mind with a microscope,) it was not to be listened to a moment, even though a revelation of the whole arcana of thought were to have been the reward.

Great caution, however, has been used with regard to the manner of her intercourse with others, and to the persons also. Latterly she has shown much less desire to be with children than when she could use only a few words, and when she delighted to frolic and romp with them. She will now sit quietly alone by the hour, writing or sewing, and occasionally indulging in a soliloquy, or an imaginary dialogue.

But to return to her notion of death, which leads us rather from the intellectual to the moral part of her nature. The attachment to life is such a strong and universal feeling, that if any thing deserves the name of an innate sense, this certainly does. It acts, however, instinctively and blindly, and, I doubt not, influences Laura's feelings, and causes her to shrink from any thing which may alarm her love of existence by suggesting that it may cease. It appears she had been carried to a funeral, before she came here, though I could never obtain any satisfactory account from any one of the impression it made upon her; indeed, it was impossible then to do any thing more than guess, from her appearance, what was passing in her mind. She can now herself describe the feeling that then agitated her on touching for the first time a corpse. She was acquainted with two little girls, sisters, in Cambridge, Adeline and Elizabeth. Adeline died during the

* Why cannot I cease thinking? I cannot help thinking all the time.

year before last. Not long since, in giving her a lesson in geography, her teacher began to describe Cambridge; the mention of Cambridge called up a new subject, and she asked, "*Did you see Adeline in box?*" I answered, Yes. "*She was very cold, and not smooth; ground made her rough.*" I tried to change the subject here, but it was in vain; she wished to know how long the box was, &c., she said, "*Drew told me about Adeline; did she feel? did Elizabeth cry and feel sick I did not cry because I did not think much about it.*" She then drew in her hands shudderingly, as if cold. I asked her what was the matter. She said, "*I thought about* (how) *I was afraid to feel of dead man before I came here, when I was a very little girl with my mother; I felt of dead head's eyes and nose; I thought it was man's; I did not know.*" Now, it is impossible that any one could have said any thing to her on the subject; she could not know whether the state the man was in was temporary or lasting; she knew only that there was a human being, once moving and breathing like herself, but now confined in a coffin, cold, and still, and stiff,—in a state which she could not comprehend, but which nature made her recoil from.

During the past year, she all at once refused to eat meat, and, being asked why, she said, "*Because it is dead.*" I pushed the inquiry, and found she had been in the kitchen, and felt of a dead turkey, from which she suddenly recoiled. She continued disinclined to eat flesh for some weeks, but gradually she came to her appetite again; and now, although she understands that fowls, sheep, calves, &c., are killed to furnish meat, she eats it with relish.

Thus it appears that, like other human beings, she has that instinctive attachment to life which is necessary to its preservation, and which makes her shrink from anything that reminds her of its possible extinction, without, nevertheless, its being so strong as seriously to mar her enjoyment of existence.

I mentioned some circumstances in my last report which made me infer her native modesty; and although such a supposition seems to some unphilosophical, I can only say that careful observation during the past year corroborates the opinion then advanced. Nor have I any difficulty in supposing that there is this innate tendency to purity; but on the contrary, I think it forms an important and beautiful element of humanity, the natural course of which is towards that state of refinement, in which, while the animal appetites shall work out their own ends, they shall all of them be stripped of their grossness, and, clad in garments of purity, contribute to the perfection of a race made in God's own image.

Laura is still so young, and her physical development is yet so imperfect,—she is so childlike in appearance and action, that it is impossible to suppose she has yet any idea of sex; nevertheless, no young lady can be more modest and proper in dress and demeanor than she is. It has been suggested, that as her father was obliged, when she was young, to coerce her to many things which she was disinclined to do, she may have conceived a fear for every one in man's dress. But on the other hand, she was much accustomed, from childhood, to the society of a simple, kind-hearted man, who loved her tenderly, and with whom she was perfectly familiar; it was not, therefore, the dress which affected her.

I may add, moreover, that from the time she same here, she has never been accustomed to be in company with any man but myself; and that I have, in view of the future, very carefully refrained from even those endearing caresses which are naturally bestowed upon a child of eight years old, to whom one is tenderly attached. But this will not account for such facts as the following. During the last year,

she received from a lady a present of a beautifully-dressed doll, with a bed, bed-clothes, and chamber furniture of all kinds. Never was a child happier than she was; and a long time passed in examining and admiring the wardrobe and furniture. The washstand was arranged, towels were folded, the bureau was put in place, the linen was deposited in the tiny drawers; at last the bed was nicely made, the pillows smoothed, the top sheet turned trimly over, and the bed half opened, as if coquettishly inviting Miss Dolly to come in; but here Laura began to hesitate, and kept coming to my chair to see if I was still in the room, and going away again, laughing, when she found me. At last I went out, and as soon as she perceived the jar of the shutting door, she commenced undressing the doll, and putting it to bed, eagerly desiring her teacher, (a lady,) to admire the operation.

She, as I said, is not familiarly acquainted with any man but myself. When she meets with one, she shrinks back coyly; though if it be a lady, she is familiar, and will receive and return caresses; nevertheless she has no manner of fear or awe of me. She plays with me as she would with a girl. Hardly a day passes without a game at romps between us; yet never, even by inadvertence, does she transgress the most scrupulous propriety, and would as instinctively and promptly correct any derangement of her dress, as a girl of fourteen, trained to the strictest decorum. Perceiving, one day, that I kissed a litile girl much younger than herself, she noticed it and stood thinking a moment, and then asked me gravely, "*Why did you kiss Rebecca?*" and some hours after, she asked the same question again.

She had heard much about little Oliver Caswell, the deaf and blind boy, before he came, and was very desirous to know him. During their first interview, after she became a little familiar and playful, she suddenly snatched a kiss,—but drew back as quick as lightning, and by the expression of her countenance, and a little confusion of manner, showed that by a hasty impulse she had done something of the propriety of which she was doubtful. This is the only instance in which I have known her to show the sense of shame, or to have any occasion to show it, even if this can be considered as one.

The development of her moral nature during the past year has been such as her previous sweetness of temper, benevolence, and truthfulness led me to expect. The different traits of character have unfolded themselves successively, as pure and spotless as the petals of a rose; and in every action unbiased by extraneous influence, she "gravitates toward the right" as naturally as a stone falls to the ground. Two or three instances are recorded in her teacher's journal of apparent unkindness on Laura's part to other children, and one instance of some ill temper to a grown person; but so contradictory are they to the whole tenor of her character and conduct, that I must infer either a misunderstanding of her motives by others, or ill-judged conduct on their part. For instance, her teacher says, July 2d, "a complaint was entered against Laura that she pinched Lucy and made her cry. I talked with Laura about it. I told her "Lurena told Doctor, you pinched Lucy's nose and made her cry;" before I had finished the sentence she smiled, and seemed by the expression of her face, to think that it was very ridiculous to pinch her nose, but when she was told that Lucy cried, she changed countenance, and was immediately sad. She said, "*when did I pinch Lucy's nose?*" I said, "Lurena said yesterday." "*After how many schools?*" I told her I did not know. She thought a moment, and then said eagerly, "*I pinched Lucy's nose after one * school, to play. I did not mean to make her cry, because I*

* The child computes the time of day by the hours of school; "*after one school*" means after 7 o'clock, the first morning recess of the school.

played. Did Lucy know I was wrong?" I told her Lucy did not know when she played, and she must play softly. I asked her if she loved Lucy, she replied, "*Yes, but Lucy does not hug me.*" Why does she not?—"*because she is very deaf and blind and does not know how to love me, she is very weak to hug.*"

I will give some extracts from my diary showing her conscientiousness.

"*Sept.* 17. I tested Laura's conscientiousness by relating a simple story. A little boy went to see a lady, and the lady gave him two birds, one for himself, and one for his sister; she put them in a basket for him to carry home, and told him not to open the basket until he got home; the boy went into the street, and met another little boy, who said, 'Open the basket, and let me feel the birds;' and the boy said, 'No, no;' but the other boy said, 'Yes, yes;' and then the boy opened the basket, and they felt of the birds. Did he do right? She paused and said, '*Yes.*' I said, Why? She replied, '*He did not remember.*' I said, If he did remember, did he do right? She replied, '*Little wrong to forget.*' I then went on to say, When the boys did feel of the birds, one of the birds was killed. Here she became very much excited, and manifested the greatest anxiety and distress, saying, '*Why did boy feel hard? why did bird not fly?* I went on: He carried the basket and birds home, and gave the dead bird to his sister; did he do right or wrong? She said, '*wrong.*' Why? '*to kill bird.*' I said, but who must have the live bird, the boy or the girl? She said, '*girl.*' Why? '*Because boy was careless, and girl was not careless.*' She was at first a little confused about the persons, but decided promptly the question of right or wrong, both in respect to opening the basket, and about who ought to possess the bird.

She supposed it was all reality, and I could not well make her conceive the object of the fable, much less give her an idea of the ingenious author of it.

Her mind was for some time entirely occupied with this story, and she afterwards asked, "*Did man knock* [strike] *boy because he killed bird?*" I said no, the boy's heart did knock him; does your heart knock you when you do wrong? She inquired about the beating of the heart, and said, *My heart did knock little when I did do wrong.*

She asked *why blood came in face?* I said, "when wrong is done;" she paused, and said *blood did come in Olive's face when she did tell lie; do blood come in your face when you do wrong?*

I reflected much upon whether I ought yet to give her any general rules of right, benevolence, duty, &c., or trust to example, action, and habit, and decided upon the last; example and practice must precede, and generalization will easily follow.

It is most pleasing to observe that beautiful spirit of charity which prompts her to extenuate the faults of others, and which, when any story of the kind just referred to is related to her, leads her to apologize for the person who appears to be in the wrong, and to say, *He did forget*, or *He did not mean to do wrong.* The same may be said of that spirit of truthfulness which makes all children believe implicity what is told them, how extravagant soever it may be, but which Laura has preserved long after the age at which others have thrown it aside.

I have already made this Report so long that I must leave unnoticed many subjects which I would gladly touch upon; and even upon that which will interest so many,—her ideas of God, I must be brief.

During the past year she has shown very great inquisitiveness in relation to the origin of things. She knows that men made houses, fur-

niture, &c., but of her own accord seems to infer that they did not make themselves, or natural objects. She therefore asks, "*Who made dogs, horses and sheep.*" She has got from books, and perhaps from other children, the word, *God*, but has formed no definite idea on the subject. Not long since, when her teacher was explaining the structure of a house, she was puzzled to know "*how masons piled up bricks before floor was made to stand on?*" When this was explained she asked, *When did masons make Jennette's parlor; before all Gods make all folks?*

I am now occupied in devising various ways of giving her an idea of immaterial power by means of the attraction of magnets, the pushing of vegetation, &c., and intend attempting to convey to her some adequate idea of the great Creator and Ruler of all things.

I am fully aware of the immeasurable importance of the subject, and of my own inadequacy; I am aware, too, that pursue what course I may, I shall incur more of human censure than of approbation; but, incited by the warmest affection for the child, and guided by the best exercise of the humble abilities which God has given me, I shall go on in the attempt to give her a faint idea of the power and love of that Being, whose praise she is every day so clearly proclaiming, by her glad enjoyment of the existence which he has given her.

S. G. Howe.

APPENDIX B.

OLIVER CASWELL.

This lad was born November 1, 1829. He continued in health and in the possession of his senses until he was three years and four months old. He was considered a bright boy, and could prattle as freely as any child of his age.

He was then attacked by scarlet fever and *canker-rash*; at the end of four weeks it was perceived that he could not hear, in a few weeks more his sight began to fail, and he soon became entirely blind.

He continued to articulate for some time, but with less and less distinctness, until at the end of six months he last all power of articulation. He used then to feel of his own lips, and those of others, when talking, probably to ascertain whether he had them in the right position.

As soon as he recovered his health he recommenced the process of examining every thing about him, with which all children begin their acquaintance with the world. He first examined and became familiar with his chamber, then the rest of the rooms in the house, then ventured out into the yard, and in the course of a few years explored the way to the neighboring houses. He felt and smelt of everything that he could lay his hands upon. His father is a ferryman, and he often took the boy with him in his boat, which greatly pleased him. He

seemed to be a bold child, and would caress dogs and cats. He has been known to call fowls around him with crumbs of bread, and suddenly to grab one of them, to feel of it, smell of it, and then let it go.

He had never seen a dead person. A horse which he had known, died, and he recognised it, and seemed much agitated; for several days he made signs about it, and lost his appetite, as his mother thinks, in consequence of his agitation.

He was present at the killing of a hog, and was made to understand the operation; also that the pork was part of the animal, but he did not object to eating it.

He was fond of teasing cats, and generally inclined to fun. He could make many of his wants understood by signs.

He was, however, ungovernable, and when thwarted in any way he became very violent, braying, striking and kicking furiously.

Such was the account which I gathered from his parents. I first saw the boy three years ago, but could not then persuade his parents to part with him.

They finally brought him and committed him to my charge on the 30th September last. He was then a stout, thick-set boy, rather short of stature, with light hair, fair complexion, and a most pleasant expression of countenance. He seemed perfectly docile and confiding, and his intelligent look and eager gestures proclaimed that there was intellect enough within, could one but establish the means of communicating with it.

His thirst for knowledge proclaimed itself as soon as he entered the house, by his eager examination of everything he could feel or smell in his new location. For instance, treading on the register of a furnace, he instantly stooped down, and began to feel of it, and soon discovered the way in which the upper plate moved upon the lower one; but this was not enough for him, so laying down upon his face, he applied his tongue first to one then to the other, and seemed to discover that they were of different kinds of metal.

His signs were expressive, and the strictly natural language, laughing, crying, sighing, kissing, embracing, &c., was perfect.

Some of the analogical signs which (guided by his faculty of imitation) he had contrived, were comprehensible, such as the waving motion of his hand for the motion of a boat, the circular one for a wheel, &c.

The first object was to break up the use of these signs, and to substitute therefor the use of purely arbitrary ones.

Profiting by the experience I had gained in other cases, I omitted several steps of the process before employed, and commenced at once with the finger language. Taking therefore, several articles having short names, such as key, cup, mug, &c., and with Laura for an auxiliary, I sat down, and taking his hand, placed it upon one of them, and then with my own, made the letters k e y. He felt eagerly of my hands with both of his, and on my repeating the process, he evidently tried to imitate the motions of my fingers. In a few minutes he contrived to feel the motions of my fingers with one hand, and holding out the other he tried to imitate them, laughing most heartily when he succeeded. Laura was by, interested even to agitation, and the two presented a singular sight; her face was flushed and anxious, and her fingers twined in among ours so closely as to follow every motion, but so lightly as not to embarrass them; while Oliver stood attentive, his head a little aside, his face turned up, his left hand grasping mine, and his right held out; at every motion of my fingers his countenance betokened keen attention—there was an expression of

anxiety as he tried to imitate the motions—then a smile came stealing out as he thought he could do so, and spread into a joyous laugh the moment he succeeded, and felt me pat his head, and Laura clap him heartily upon the back, and jump up and down in her joy.

He learned more than a half dozen letters in half an hour, and seemed delighted with his success, at least in gaining approbation. His attention then began to flag, and I commenced playing with him. It was evident that in all this he had merely been imitating the motions of my fingers, and placing his hand upon the key, cup, &c., as part of the process, without any perception of the relation between the sign and the object.

When he was tired with play I took him back to the table, and he was quite ready to begin again his process of imitation. He soon learned to make the letters for *key, pen, pin;* and by having the object repeatedly placed in his hand, he at last perceived the relation I wished to establish between them. This was evident because, when I made the letters *pin*, or *pen*, or *cup*, he would select the article.

The perception of this relation was not accompanied by that radiant flash of intelligence, and that glow of joy which marked the delightful moment when Laura first perceived it. I then placed all the articles on the table, and going away a little distance with the children placed Oliver's fingers in the positions to spell *key*, on which Laura went and brought the article: the little fellow seemed to be much amused by this, and looked very attentive and smiling. I then caused him to make the letters *b r e a d*, and in an instant Laura went and brought him a piece; he smelled at it—put it to his lips—cocked up his head with a most knowing look—seemed to reflect a moment—and then laughed outright, as much as to say, "aha! I understand now how something may be made out of this."

It was now clear that he had the capacity and inclination to learn, that he was a proper subject for instruction, and needed only persevering attention. I therefore put him in the hands of an intelligent teacher, nothing doubting of his rapid progress.

I will not now go much into detail of the process of teaching him words, as it is similar to that given in the case of Laura; suffice it to say, he has learned about a hundred nouns, and some adjectives, which he uses with the nouns, making a sort of compound substantive. Sometimes he uses a noun in a verbal sense, in short, uses language much as a child who is is just beginning to talk.

One or two examples will show his manner of using the few words which he has learned. Coming up to his teacher he spelled upon his fingers *F r e d*, meaning that he wanted Frederick; she went with him to the room where Frederick usually sits, but he was not to be found, when Oliver spelt *F r e d—S m i t h*, meaning that Fred. was in Smith's room, and went there to find him. Having no explicative terms, he of course must turn his few words to every possible use, and make a noun serve for adjective, verb, adverb, preposition and conjunction.

At another time, wishing to say that he had cut his finger with a plane, he said, *cut—plane*. Of course this often causes great ambiguity, as in the following case: the carpenter had been to repair the boat, and Oliver accompanied him; returning, he said *Bradford—break—boat;* doubtless, meaning Bradford mended a break in the boat, but he did not know the word mend. On another occasion, learning that Frederick had broken a pane of glass, he said, *Fred—window—break glass.*

A little reflection will show any one that he can eke out his meaning just as other children do, by signs. When it was attempted to give

him a name expressive of the quality of objects. a difficulty occurred immediately: he knew the names of key, door, watch, and when his teacher spelled either word, he would go the table and select it; he knew too the nature of each, showing by signs that a door-key was to lock a door, and watch-key to wind a watch, yet the compound word, watch-key, gave him no idea of the thing. Nevertheless, as I said, he uses verbs and adjectives, that is, he uses signs significative of actions and qualities; he holds up a key and makes the letters *k-e-y*, that is the noun; he then makes a sign for turning the key, which sign is the verb.

We see the same process in little children, they first learn the name of an object, and for a long time use the name to express whatever idea they may have of the thing: a child will say Mamma! Mamma! to express the perception or knowledge of its mother, using only a noun: but if it wants its mother it says, Mamma, (a noun,) and stretches out its arms, which motion is a verb, or a sign significative of its desire. When its vocabulary is increased, it substitutes a vocal for the natural sign, and it says, *want Mamma*, still stretching out its arms, because the original sign is still suggested by the thought; until by long use the word *want* becomes the most familiar sign of the idea, and then it says, *I want Mamma*, and drops the original sign of stretching out its arms. Still it is curious to observe how long the original sign will linger in the memory. On all ordinary occasions the child uses the word *want* as a substitute for the original sign of stretching out the hands, but when it is frightened or much agitated, when its little soul yearns strongly for instant contact with its mother, it resorts immediately and spontaneously to its first sign, it stretches out its arms, and without saying *I want*, cries *Mamma!*

Now it will not be until Oliver has become accustomed to use words freely as substitutes for his signs of things, that he can be expected to resort to adjectives, verbs, &c.; in this respect, I fear he will never equal Laura, because he has not her quickness of thought, and delicacy of organization. Nevertheless, I consider his progress to the acquisition of a considerable familiarity with arbitrary language as certain, provided he can have patient and long continued instruction.

I will give an instance of his temper, as a specimen of what would have been his conduct, had he gone on without any training. Soon after the lesson which I have described above, at which I left him so interested and so joyous, I returned and found the scene sadly changed. Master Oliver was in the sulks; his countenance so lately bright with joy, was now dark and lowering; his head was drawn in between his shoulders in the attitude of caution and defiance; and his whole appearance denoted wrath and dogged obstinacy. He had in play thrown something on the floor, and his teacher took his hand to place it upon the object, and make him pick it up; he refused, perhaps in play; and though his hand was on the object, would not grasp it. The teacher, thinking it necessary to conquer him, continued to hold his hand on the object, at which he seemed displeased, and at this juncture his mother joining to urge him, he flew into a passion. He had never been controlled, and his animal nature was now aroused; a colt could not start away more restive, when the saddle is first placed on his back, than did Oliver when I placed my hand on his head; and when I repeated it, he flew at me, hands and feet, as furiously as a madman. I saw at once that without a cruel scene I could not conquer him, but resolved to accomplish what he must have perceived I intended to do, that is, caress him, and sit beside him. He resisted furiously when I attempted this, striking, kicking and scratching;

but when he saw I warded off his blows or did not mind them when they hit, and that his nails had been cut too short to pierce my skin, he quickly curled down his head and bit at my hands. He was strong and active as a young savage, but I continued to grasp and hold his wrists, and after a few convulsive efforts he desisted at a lucky moment for me, and roared out lustily, not crying, he was too much enraged for that, but sprawling his jaws wide open, and emitting a hideous noise, partaking of a bray, a roar, and a yell. I then relaxed my grasp and although he did not fly at me, he pushed off my hands when I attempted to pat him on the head, nor would he suffer any endearment for half an hour. I still persevered, however, and at last succeeding in kissing him; and though he was sullen, the storm was dispelled by the odor of some cologne water with which I seduced his senses. I was very much afraid that he was not conquered, and that a painful scene would have to be enacted the first time that I could be sure that he understood my meaning of will, and refused obedience; because he must be taught to obey, or else every time his passions should be roused he would be mischievous; and when grown up, might *run a muck*, which would be dangerous. I have been, however, most agreeably disappointed, for from that time to this he has been perfectly docile, and very affectionate, never in one instance meeting me without a smile and a caress.

Once indeed, he was teased by a boy beyond his endurance, and attacked him furiously; the boy got away, and Oliver groped around till he found some one to whom he eagerly expressed his wrath, by pointing for the boy, and drawing his hand across his own wind-pipe, as if to say, "I'll cut his throat," putting on at the same time, a very ferocious look. He evidently had not forgotten the lesson he had learned at the pig-slaying exhibition, which had so unwisely been explained to him.

I regret that the length to which this Report is already swelled, will not permit me to dwell longer upon this interesting boy, who has a manly, courageous temper, an amiable and affectionate heart, and a good intellect; and who will, I doubt not, become an intelligent and useful man.

APPENDIX C.

LUCY REED.

Lucy Reed was born in Danby, Vt., Oct. 1827. Her eyes were weak from birth; but her hearing was good, and nothing peculiar was remarked until in her third year. She was then troubled with scrofula, and had abcesses in her ears, which soon destroyed her hearing. She could talk as much as children usually do at her age, but soon lost the use of words. Her eyes became very much diseased at three years old, and continued more or less so, although she was not considered totally blind, until she was eight years old, when she injured

them by a rose bush, the consequence of which was total extinction of vision. She was supposed to be deranged at times, and was often ungovernable, no one but a younger sister having any control of her.*

She was brought to us on the 18th of Feb. 1841, being at that time fourteen years of age. She was in a lower stage of humanity than any human being I ever saw, excepting idiots. That she was blind and deaf, was not the worst; she seemed unmanageable, nor was there any apparent mode of communication with her, for she had but very few of the natural signs common to deaf mutes, and even to blind deaf mutes. I hardly know how to express her appearance better than by saying she seemed astonished at herself—at her own situation; she was not at ease—she did not understand herself, as Laura, Oliver, Julia Brace, and other blind mutes. She wore over her head a large handkerchief, with the folds of which she covered her face, as with a veil; it hung down as far as her mouth, and completely concealed her features. She had worn this several years, and for the last two years so continually, that her father had seen her face but once during all that time, and then he only caught a glimpse of it. Her parents humoring her whim, provided for her a number of large handkerchiefs which she changes, as fast as they become soiled, but always in the night, or in a closet by herself. As this whim was first manifested at about the age when girls begin to be mindful of their appearance in the eyes of others, and anxious to conform to whatever may be their standard of beauty, it was, perhaps, the indistinct working of the same amiable feeling in her, which told her, that as her blindness made her differ from others, she could conceal the peculiarity, and perhaps increase her comeliness by covering her head and face.

Whether she had any natural sense of modesty, could only be judged by the negative evidence of her not violating its dictates in regard to dress, attitude or action, while she transgressed most of the other laws of decorum continually. At table, for instance, she stretched out her hands and laid hold of every thing within her reach. She was less inclined to allow any one in man's dress to touch her than in woman's; she repelled the one, but shrank from the other as from strangers, and was not at all disposed to receive any endearments from them. She was slender, but apparently very active and strong; and at home moved about very freely, both in the house and in the immediate neighborhood, and could climb trees with great agility. She had learned to sew, and was very handy with her needle, as well as ingenious in cutting and constructing various little articles.

She was accompanied by her father, a very respectable farmer, from Danby, Vt., and a younger sister to whom she clung very closely; not, however, as I should think from affection, as for protection among strangers. She would not, indeed, allow her sister to leave her for an instant; and when she perceived that she was inclined to do so, either grasped her dress with one hand, or if she was obliged to use both her hands for any thing she would pin her gown to her own. I directed the sister to unpin the dress softly and to slip away a moment, so that Lucy might begin to be accustomed to her absence, and to learn that she would return again; but when she did return, Lucy held fast to her, and would not trust the pin any more, but whenever she had occasion to use both hands, she held some part of the dress in her teeth. As there was no way of separating them without violence, and, perhaps, without dangerous agitation to Lucy's feelings; and as I was de-

* I could not obtain any very precise information as to the time and manner of the physical changes which took place in this girl; perhaps I may yet succeed in doing so.

sirous that the anxious parents should feel every assurance of their unfortunate child's proper treatment, I requested the sister to remain, which she did, during several weeks.

After waiting a few days until she should become a little familiar with her new locality, and learn that she was among friends, I commenced the attempt to make her take a seat at a desk with the other girls, but found that the teachers could not induce her to remain in it. As soon as I felt assured that she understood what was required of her, and that caressing would not induce her to obey, I came to the resolution, painful as it was, to coerce her to obedience. I am not now sure that I was right, perhaps it would have been better to lose whole months in the attempt to coax her to obedience, and to manifest the kind feelings by which I was actuated, in a manner more comprehensible to her. But having no precedent to guide me, and not foreseeing how great would be her resistance, I acted according to my best judgment and proceeded to enforce obedience. Having, therefore, her sister by her side to assure her that a friend was near, I endeavored gently to detain her in the seat to which her teacher had led her; she resisted, and I held her more firmly, upon which she sprang up suddenly with so much agility and force, as to drag herself across the room in spite of all I could do. I now took more firm hold of her, when, finding, after a short struggle, that she could not get away from me, she suddenly darted her nails into my hands, and brought blood with every scratch; still I carried her along, upon which, as if perceiving there was a more sensible spot, she clawed at my face so ferociously, that I was forced to put up my hands to save my eyes. Taking advantage of this, and exerting a degree of strength and activity altogether surprising in one of her age, she defied all my efforts to hold her, or to put her in her seat.

I then put a wire fencing mask upon my face, and thick gloves on my hands, and after trying gently to coax her to her place, I took firm hold of her, upon which she instantly clutched again at my face, but seemed amazed at the reception which her talons met with; nothing daunted, however, she clawed at my hands, and not being able to penetrate the gloves, she curled her fingers under my coat-sleeves, and scratched at the flesh between the cuff and the glove. This satisfied me she was perfectly conscious of what she was about, and could exercise discretion as to the points of attack; especially as finding that I did not now mind her nails, she quickly bent her head down, and began to bite; I, therefore, no longer hesitated to exert all my strength, and force her to her seat. Still she would not yield, but renewed the contest repeatedly for two hours, until I was almost completely exhausted, when she finally yielded. She however renewed her resistance twice within the twenty-four hours, and then submitted entirely.

For some time after this, she would mind no one else, and several times she made violent resistance to my will; but I procured a pair of leather handcuffs, and fastened her hands behind her back once or twice, and she so dreaded them, that their touch was enough to make her yield.

In a few weeks she became perfectly obedient and docile, and a change came over her whole manner; she would submit to have her sister leave her for hours together, moaning, however, sometimes most piteously; until at last she came to desire the society of others, and not only permitted them to caress her, but seemed to grow fond of them. She would sit quietly at her desk, and submit to what was to her the incomprehensible efforts of her teacher: she began also to partake in the sports of the children, and to grow happy, showing but rarely any

signs of discontent. She would not, however, remove the mysterious covering from her head, nor could we divine what manner of face she had, for a month; at the end of which time she made a pair of shades, such as the blind children wear over their eyes, and at bed time, made signs to one of the girls, that if she would sleep with her she would remove the bag: the girl did so, and Lucy having first stuffed cotton into the sockets of her eyes, and put on the shades, removed the bag. There had been much curiosity to see her face, and her teacher went up, and found her apparently pleased, but still anxious, and inclined to cover up her head in the bed-clothes.

The next morning she came down with her face exposed, but was evidently uneasy, and if any one approached her she instantly covered it with her hands, or her apron. Judging from her looks and actions, her feelings were those of pleasure at having carried her point, mixed with anxiety and bashfulness about her appearance. She sat much of the time in a corner, with her face turned to the wall; but soon all shyness went off, and in a few days she smiled and looked happy. Her face presented a singular appearance, being perfectly etiolated, as white and as inexpressive as the unexposed part of a person's arm or chest; but her features were very good, and when she smiled her countenance became very expressive and pleasing.

For the first two months, the daily and patient efforts of her teachers were of no avail whatever. She sat passive and obedient as far as she knew how to be so; but gave no sign of intellectual activity, or the slightest indication that she comprehended the strange movements which she was obliged to make with her fingers. Still I hoped that by some fortuitous combination of thought—by some chance effort, she might seize hold of the helping hand which was held out to her in the dark.

The first indication of success is thus noticed, April 14, by her teacher. "I tried to teach Lucy to spell the word fig with her fingers, and succeeded in doing so after much trouble; she would not do it however a second time, although she seemed very desirous of having the fig."

Nothing more of note until April 26th, when the following gratifying record was made. "I took a fork and gave her the letters. She was very indifferent, and manifested unwillingness to do what I wished her to, but she made the letters once, and as she was ill I did not urge. Presently Laura came in with some figs. I told her she must give Lucy one. She said *Lucy must spell fig before I give it to her;* she went to her, therefore, and showed her the fig, and then spelled it very slowly on her own hand, then signed to her to make the letters: this Lucy would not do at first, but Laura persevered and motioned to her that she might have the fig if she would spell it, and made the letters again on her own hand, and signed again to her to make them herself: at last Lucy found that Laura was in earnest, and she spelled the word f-i-g. Laura then patted her on the head and cheek, and seemed to be perfectly delighted that she had accomplished so much."

I had determined to persevere for six months at least, even if she should not manifest any improvement at all; but before that time the principal difficulty was vanished, and it became perfectly clear to me that she had hold of the clue which was to guide her mind out of its dark labyrinth. The following extracts from the journals of two different teachers will show that I was not alone in this opinion. The first says,

"June 11th. Took Lucy and Laura as usual in the morning—made the letters *k-e-y*, and Lucy set them up correctly without assistance

twice; I then began again upon *ring*, and gave her a copy in the types. She selected the proper ones, but arranged them without order. I then gave her to understand that they must be as the copy, *r* first, &c.,—this she finally followed, and selected the types a second time, arranging them herself. After she had done this, I motioned for her to go, but she took a nut out of her pocket, and showed by signs that she wished to know what types she must set up for that. Gave her a copy, and she followed it correctly, noticing the order also. Her lesson was nearly an hour long, and she was not inattentive a moment."

"June 21st. Lucy did better than ever before; she set up three words *alone*, and the fourth with very little assistance."

"July 3d. Tried to find if Lucy *really* knew the letters in each word, or if it was all by imitation that she succeeded in spelling them; made the letter *k* with my hand, and a sign that she should find it on the board and give it to me. She tried three other letters before she came to *k*, but afterwards handed it out. I then took another letter *e*, and met with the same success.

"July 13th. Lucy did unusually well in her lesson this morning. She spelled three words correctly and succeeded better in finding the letters separately. When I asked her for *k*, she found it without hesitation and also *e*. She has learned the places of most of her types, and can put them away very quickly."

"For several days I have been trying to teach Lucy to call for what she wants at table—commenced with *cake* and have tried three successive evenings, but without entire success until to-night: the first time she wanted it, she only passed her plate as usual, but upon my touching her hand she spelled it alone; the second time she touched *my* hand, and waited till she perceived I was attending to her, and then *without any sign from me*, pointed to her plate and spelled CAKE!"

This was indeed a most gratifying triumph; and should I describe the joy with which in common with her teachers I hailed it, many would deem me extravagant: they might say—"what! do you think it a great thing, that this girl should be removed far from her home, that she should submit to restraint and contradiction, that five months of tedious labor should be bestowed upon the attempt to teach her so simple a thing as to ask for a piece of cake, by using the letters *c-a-k-e*, and instead of using a natural sign, or of feeling around the table until she found it?" Such, I fear, were the reflections of her parents, for at this very time they concluded to take her home. But I am sure I was right: and happy indeed should I be, if all the hours of my life could be devoted to so useful a task, as were those in which I was trying to forge the first link in the chain of communication with a human being, so thrown without the pale of humanity as was poor Lucy Reed.

I am not without hope that her parents will conclude to forego for a season the natural desire of having their unfortunate child near them, in consideration of her future life.

They may be assured, that although she may not have all the luxuries and delicacies, by which alone they can manifest their love for her, yet she will be receiving that food which nourisheth the soul, and which may be a source of enjoyment to her long after they are in their graves.

I could relate many circumstances respecting Lucy, which would interest the psychologist, and from which the educator, comparing her case with Laura, would not fail to draw valuable inferences respecting the importance of early training; but this would swell my Report to a volume: they shall not be lost however; and I will now close with one or two extracts from the journals which show the state of her affections.

"June 18. Lucy's mother came to see her. She was sitting in Laurena's room, very busily occupied in working upon her twine bag. I went in, took her hand, and motioned to her to come with me into the parlor; she came; her mother rose, went to her, put her arms around her neck and kissed her; Lucy touched her hand, and then her cap, and dress, as if she was trying to find out who it was:—presently she recognized her; her face grew red, then pale again. She sat down upon the sofa. Her mother gave her several articles that she brought from home, which Lucy had seen before. Lucy recollected them and seemed pleased, but she did not give way to such strong expressions of joy as I had thought she would. She seemed gratified, however, particularly with the eatables she brought her. She did not cling to her, but frequently left her to go to her chest to deposit some of the good things. I thought that she several times made signs to her mother as if she would talk with her fingers; and after tea, when her twine bag was brought to her, she seemed pleased, and wanted her mother to see her work upon it. Her mother seemed evidently pleased that Lucy had been able to learn so much, but was surprised and grieved, she said, to find her looking so thin and pale. She says, however, that she has known her to go with scarcely any nourishment, except tea and coffee, for eighteen days."

"June 20. This morning, at half-past five, Mrs. Reed left Lucy for home. Lucy noticed that she had packed her trunk, and had on her cloak and bonnet; she went to her drawer, took from it three little phials, and motioned to her mother to give them to her two little brothers and one sister. But Mrs. Reed declined taking them; she went to Lucy, shook her hand, kissed her, and told her by signs that she was going away. Lucy then left her, went into her own room, took from her drawers some of the eatables her mother gave her, and sat down composedly to eat them. After breakfast s e took me to the room her mother occupied, and told me by signs she was gone, but did not *express* any sorrow. After dinner, however, I heard her voice, and found her crying a little. I went to her, and brought her to Laura, and said, Lucy is sorry because her mother has gone home; she replied, '*I will make her glad;*' and immediately took her to her drawers, and to walk, and tried in every possible way to amuse her; and I think she succeeded better than any one else would have done, for before night she was as cheerful, and happy in appearance, as Laura herself."

"July 12. Mr. Reed and daughter arrived. Lucy recognized them, but did not express much at seeing them. She staid with her sister about ten minutes, then left her, and did not return to her again for more than an hour; she was not at all excited, and perfectly indifferent to them. They came to take her home; this was a severe trial to all of us, particularly to Laura, who loves her very dearly."

"This evening while packing Lucy's trunk, I carried her to it, and made signs to her that she would carry it away, and she seemed distressed. It was very evident to me that she did not want to go, although her friends interpreted her signs to the contrary. She made the same distressed noise that she always has made when in trouble, and ran away from me and went to her room. After a little while she became quiet and went to bed, but it was evident she was very much excited, and the excitement did not appear to her teachers and friends *here* to be joy at the idea of going away, but sorrow."

"July 13. This morning, at half-past five, Lucy left us. I went to her and put on her shawl and bonnet, carried her to Laura, and told her she was going. Laura put her arm around her neck and kissed

her affectionately while Lucy who seemed unmoved, remained passive. Laura said, '*Lucy do not hug me, sorry.*' I then motioned to Lucy to put her arms around Laura, she did so, and Laura was very much affected. Lucy, however, did not show any outward marks of grief or sorrow this morning, that I could observe, although I watched her very closely. After she was ready to go she went down into Lurena's room and insisted on being galvanized, she clung to the *tins* and it was with great difficulty I could force her away. She went into the parlor, found Lurena and shook hands with her, then turned and came down stairs with me very quietly, and left me and went to her father. She manifested but very little emotion all this time."

"Gave Laura a lesson in writing; at twelve gave her a lesson in arithmetic for the first time this term. She asked me, '*Why do you teach me to cypher?*' I told her Lucy was gone and I had more time. She replied, '*Will you teach me to cypher all days?*' Yes, if I have time. '*I am very alone, because Lucy is all gone.*' I asked her what is '*all gone?*' she said, '*Lucy will not come back more.*' "

I may add, that Laura was not the only one to sorrow for Lucy's departure, and she is not the only one who would hail her return with joy.

S. G. Howe.

APPENDIX D.

JULIA BRACE.

Julia Brace is the well known blind, deaf mute, who for seventeen years has attracted the attention of numerous visitors of the American Asylum at Hartford. She was born June 13th, 1807, with all the senses. She was rather a bright but quick tempered child; she went to school and learned to spell and read words of two syllables; she was taught to say her prayers, but also to swear. When four years and five months old, she was attacked violently by typhus fever, which in the course of a few weeks destroyed entirely the organs of sight and hearing; and left her such a total wreck, that it was for a long time doubtful whether she could survive.

As is usual in such cases of sudden deafness, she continued to use speech so long as she could recollect the position of the different parts of the mouth and throat; but this could not have been very long, and she gradually relapsed into total silence.

She was received into the Asylum for the mutes at the age of eighteen years, and continued an inmate till she came here.

An attempt was made to teach her arbitrary language, but it was not successful. She learned, however, some of the conversational signs of the deaf and dumb, and these added to the more strictly natural language, which she herself could use, enabled her to make many of her wants understood; and must have been of great service and comfort to her.

The following extracts from an account of her, published by the Rev. Mr. Woodbridge, and from the remaks of Dr. Spurzheim, are interesting.

"She has a strong feeling of propriety. After her illness she was unwilling to wear clothes, and would pull them off violently. At length her mother took one of her frocks and tried it on her sister with a view of altering it for her. Julia took the frock and put it on herself. Later she cried for new clothes and became fond of dress. She would take care of her sisters, and hold and attend them while they were infants, but when young she refused to take care of either of her twin brothers. Later she was kind to her brothers and sisters, and when she received a present, was always fond of sharing it with them. If it was an orange, it was divided very exactly into equal portions; if an apple, which she knew to be more common, she used less care."

"When any mischief was done, she would often administer immediate punishment. At one time, while giving the children their bread and milk, the bowl was broken; in imitation of what she supposed would have been done by her mother, she whipped the little offender. But feeling of her eyes immediately, and finding that she was crying, she took her into her arms and endeavored to soothe her with kindness and caresses.

"Her ideas of the rights of property were very strong. When anything is presented to her, she will not retain it until she has given it back, and by its being returned, or by some sign of property, she is convinced that it is given to her. Her countenance then exhibits marks of pleasure; she remembers it for months, and will bring forth the present whenever the giver comes. It has been remarked that notwithstanding the state of poverty in which she passed her childhood, when she was subsequently brought into houses where tempting articles of food and dress were constantly thrown in her way, she has never been known to take the most trifling object without leave. She was equally tenacious of her own property, and felt deeply any invasion of her rights.

"From a child she entertained the idea that the tallest ought to rule; and when shorter persons than herself in the houses where she has lived, bade her to do, or not to do anything, she would respectfully let them know that she was the tallest. This idea, it is supposed, she entertained till she was grown taller than her mother; but she has now given up this childish notion."

Dr. Spurzheim, who saw her, says: "From the above-mentioned facts we perceive her love and care of children, her combativeness in punishing her brothers and sisters; her love of approbation, her cautiousness, her acquisitiveness, conscientiousness, reverence, benevolence, order, time, and reflection. She knows the inmates of the institution, and has chosen one girl for her particular friend She was always fond of childish sports, and of playing tricks on others, in concealing things, or in shutting them up in rooms. When fatigued of being exhibited to strangers, she endeavors to get out of the way. She delights in order, cleanliness and dress. At the day of my visit, her head-dress was most carefully arranged, and it was her own doing. She examines with her hands the hair dress of other ladies she meets with, and imitates the fashion. Since she has been in the American Institution, only once she was disobedient to the Superintendent, the Rev. Mr. Weld; but being put into a narrow room, she was completely corrected."

She arrived here the 9th of April, 1842, being nearly thirty-five years old. She seemed to understand perfectly the object of her coming, and to be desirous of learning something in the school with the blind girls. The intelligent matron of the Hartford school accompanied her, and was able to make her comprehend many things by using natural signs. She had a sign for yesterday, to-morrow, for approbation and disapprobation, for a friend, for the low numbers, and perhaps as high as ten, but about this I am not quite satisfied; at any rate she was possessed of the means of intercourse with deaf and dumb persons, to an extent which must be highly advantageous to her, living, as she does, in a community of them. There is, however, about her inexpressive face, and her attitude and demeanor, a certain passivity denoting habitual inattention to external objects, which is a very unfavorable symptom, and which contrasts strongly with the appearance of Laura Bridgman, and Oliver Caswell; they are always on the alert; their spirits seem to be striving to get abroad,—to go out and examine the relations of external things; while Julia is content to sit within, and receive impressions made upon the surface of her body. When left alone she loses consciousness, and lies flat upon her face, sleeping or dozing for hours together. This makes her case very unfavorable; for long inactivity of the perceptive faculties not only prevents their attaining any vigor, but disinclines to mental activity, and incapacitates for its long continuance.

Besides, she is past the age which nature destines for acquiring and storing up knowledge; few people learn much after they are thirty-five; they continue to grow wiser, but it is mainly by reflecting upon and digesting what they have learned, by "chewing the cud of sweet and bitter fancy;" not only must people reap in age as they have sown in youth, but if they have not sown at all, neither can they reap. I fear that the time has gone by for the active operation of Julia's mental faculties; nor is this the worst; for the social and moral affections are subject to the same law of exercise as the intellectual powers; and as they were neglected in youth, they cannot yield their harvest of love in age.

She has begun the work of learning the arbitrary names of things as a substitute for the vague signs, by which she now expresses herself so imperfectly. She has already overcome the main difficulty, and conceived the relation between objects and their names; she has even learned the letters composing the names of half a dozen objects. What I fear is, that the present interest which she manifests arises from the novelty of the subject, and will not continue long enough to secure permanent good effects. Numerous, however, as are the odds against a successful issue, the stake is so precious and important a one, that a hearty and persevering attempt should be made, and will be made to win it.

S. G. Howe.

APPENDIX E.

I have received an account of a deaf, dumb, and blind boy, resident in Ohio, but have not ascertained any interesting details of his case.

In Governor Winthrop's Journal for 1637, is found the following:—"There was an old woman in Ipswich who came out of England, blind and deaf, yet her son could make her understand anything, and know any man's name by her sense of feeling. He would write upon her hand some letters of the name, and by other such motions would inform her. This the Governor himself had told of when he was at Ipswich." This woman had probably lost her hearing and sight after she had learned to read and write.

At a late meeting of the British Association at Plymouth, "Dr. Fowler gave an account of a young woman, now in Rotherhith workhouse, who has the threefold infirmities of being deaf, dumb, and blind. The unfortunate individual, who is about twenty years of age, was born deaf and dumb, and blinded by small pox, when three years old. She does not hear the loudest efforts of the voice, but starts on a poker, hung by a string against her ear, being struck against a grate; touch is the only sense by which others can communicate with her, or which she employs in examining objects and persons, and though she possesses both taste and smell, never appears to have used them. Until within two or three years since, her existence appeared to be merely animal; but then a marked difference took place in her habits, and she became as attentive to her dress and personal decorum, as other girls of her age. She feels her way without a guide to every part of the workhouse; recognizes all its inmates by the feel of their hands; makes her bed; and sews not only plain work, but even the more intricate parts of dress. She is very tenacious of what she deems her own, and was much pleased with a shilling which was put into her hand, smiling, courtesying, and feeling it eagerly for some time after."

The following Donations, received during the year 1841, are gratefully acknowledged:—

FOR THE PRINTING FUND.

Jan.	5	Of Mrs. ———, by hands of Edward Brooks, -	50 00	
Jan.	15	Of Peter C. Brooks, - - - - - - -	300 00	
Feb.	18	a lady by hands of S. G. Howe, - - - -	50 00	
March	6	Thomas Masterton Winterbottom, of S. Shields, England, - - - - - - -	51 00	
March	26	a lady by hands of Dr. Homans, - - -	50 00	
Aug.	18	Peter C. Brooks, - - - - - - -	400 00	901 00

FOR GENERAL PURPOSES.

Feb.	1	Of H. N. Hooper & Co., - - - - - -	11 86	
May	4	Estate of Thomas J. Winslow, - - - -	132 50	
May	28	Mr. Picard of Havana, annual, - - - -	10 00	
Sept.	22	James Jackson, for express benefit of deaf, dumb, and blind children, - - - - -	100 00	
Sept.	22	Rev. Dr. Norton, - - - - - -	20 00	
Nov.	9	several persons by hands of Dr. Palfrey, - -	50 00	324 36
				$1,225 36

TERMS OF ADMISSION.

Young blind persons, of good moral character, will be admitted to the school at the rate of $160 per annum.

Indigent blind persons belonging to Massachusetts, must apply to the Governor for a warrant.

Indigent blind persons in Maine, New Hampshire, Vermont, Connecticut, and S. Carolina, should apply to the Commissioners for the blind, care of the Secretary of State in the respective States, and can obtain warrants of admission.

The above charge covers all expenses of board, washing, books, musical instruments, &c. The pupils must clothe themselves, and pay their own fares to and from the Institution.

For farther particulars, address S. G. Howe, Director of the Institution for the Blind, Boston, Mass.

APPENDIX F. — ABSTRACT OF THE TREASURER'S REPORT.

DR. *Perkins Institution & Mass. Asylum for the Blind, in account with Peter R. Dalton, Treas.* CR.

1842.	*For Amt. of bills for the year 1841.*		
Jan. 1.	Steward's Department, - - -	6644 27	
	Salaries of Officers and Teachers,	4074 87	
	Carpenter and Mason work, - -	475 00	
	School Apparatus and Musical Instruments, - - - - - - -	323 75	
	Insurance, - - - - - - -	217 25	
	Printing Reports, - - - - -	158 76	
	Medicines, - - - - - - -	55 64	
	Truckage and Omnibus, - -	53 77	
	Clothing indigent pupils; for Leaders, Post Office, &c., - - - - -	438 14	
			12,441 45
	Extraordinary Expenses.		
	Printing Department, excess of expenses over donations, - -	125 37	
	Carpenter, Mason and Smith's bills for work last year, - - - - -	652 38	
	Embossed books, - - - - -	100 00	
	Furniture, beds, &c. for house complete, - - - - - - -	3367 89	
			4,245 64
	Memorandum of balance on hand.		
	Certificate of U. S. Loan, - -	1036 18	
	Nine shares New England Bank, -	900 00	
	Cash to new account, - - -	64 22	
			1,997 40
			18,684 49

1841.	*Ordinary receipts.*		
Jan. 1.	By amount on hand from last account,	2340 03	
	do. do. deposit in Boston Bank.	1729 79	
	do. do. nine shares in New England Bank, - - - - - - -	900 00	
			4,969 82
1842.			
Jan. 1.	amount rec'd of pay pupils, -	768 76	
	do. do. of interest, - - -	126 75	
	do. do. Concert, - - - -	56 58	
	do. do. State of Maine, - - -	1204 70	
	do. do. do. do. Vermont, - -	729 41	
	do. do. do. do. New Hampshire,	550 00	
	do. do. do. do. Massachusetts,	8926 94	
			12,363 14
	Extraordinary Receipts.		
	do. do. do. do. Donations, besides those to printing funds, - -	324 36	
	do. do. do. from State of Maine, due from last year, - - -	1027 17	
			1,351 53
			18,684 49

OFFICERS

OF

THE CORPORATION,

FOR 1842.

PRESIDENT,

PETER C. BROOKS.

VICE PRESIDENT,

THOMAS H. PERKINS.

TREASURER,

PETER R. DALTON.

SECRETARY,

SAMUEL G. HOWE.

TRUSTEES,

EDWARD BROOKS,
THOMAS G. CARY,
JOHN C. GRAY,
JOHN D. FISHER,
OZIAS GOODWIN,
JOHN HOMANS,
SAMUEL MAY,
JAMES K. MILLS,
} *In behalf of the Corporation.*

SAMUEL P. LOUD,
HORACE MANN,
ROBERT RANTOUL,
STEPHEN FAIRBANKS,
} *In behalf of the State.*